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17. ABSTRACT (MAX. 250 WORDS)

In the elementary level, the supplementary teaching program provided after-school instruction. In six schools in culturally disadvantaged areas, classes included remedial reading, arithmetic improvement, language arts, library activities, individualized tutoring, student leadership, and clubs to encourage interest in special areas. Evaluation indicated that the classes helped change pupils' attitudes, and helped develop self-confidence and security.

A four phase program designed to give additional services in the areas of Basic Reading, after-school library service, evening counseling, and school community coordination was initiated in three junior high schools and two senior high schools.

The purposes of the Basic Reading Program were to improve basic reading skills, to improve regular class achievement, to effect changes in student attitudes, to help social adjustment and to improve teaching methods, instructional materials and equipment for one year. The after-school library program provided facilities for students to study, assistance in the use of reference materials, encouragement for independent reading, and an opportunity to participate in related library activities. The Evening Counseling Program offered additional counseling services to students who entered special schools, were potential dropouts, or were academically talented. It also aimed to improve communication with parents of these students and to strengthen educational and vocational planning.

The school community coordination program provided immediate personal assistance to students new to the school and community, and attempted to encourage active interest of parents in their child's education and in community activities. The great strengths of the program were evidenced by the results of assistance, and by improved communication with the community.

The child observation project provided enriched experiences for both parents and children,

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compensatory education

A progress report
of experimental programs
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- Los Angeles City Schools

LOS ANGELES CITY SCHOOL DISTRICTS
DIVISION OF ELEMENTARY EDUCATION
August 13, 1964

DISTRICT REPORT
COMPENSATORY EDUCATION PROGRAM

Name of School District Los Angeles City School Districts

Address 450 North Grand Avenue
Los Angeles, California 90054

Name and Title of
Person(s) Completing Report John W. Wright
Administrative Assistant
Division of Elementary Education

Date Report Submitted July 16, 1964

Signature of Chief Administrative Officer ____________________

ELEMENTARY

PARTICIPATING PUPILS

1. List the number of pupils at different grade levels who participated in the project using the following table.

Grade	Number of Pupils FIRST SEMESTER	 SECOND SEMESTER
Pre-K	0	0
K	0	0
1	40	46
2	60	57
3	141	97
4	199	218
5	205	256
6	216	178
7		
8		
9		
10		
11		
12		
TOTAL	861	852

a. List names of schools involved and total number of project pupils in each school.

SCHOOLS	ENROLLMENT
Hammel Street	103
Hooper Avenue	118
Marianna Avenue	127
Miramonte	191
Ninety-Second Street	129
Vaughn Street	184
Total	852

b.

TYPE OF CLASS	FALL SEMESTER No. of Classes	SPRING SEMESTER No. of Classes
Primary Improvement	2	3
Remedial Reading	13	15
Arithmetic Improvement	11	12
Tutoring and Homework Help	2	4
Language Arts Improvement	5	4
English for Spanish-Speaking Pupils	2	3
General Enrichment	1	
Language Enrichment	1	2
Science Enrichment	3	4
Literature and Reading Enrichment	4	4
Arithmetic Enrichment	1	1
Leadership Activities	5	5
Journalism		1
Library Skills		3

2. Selection

What criteria and procedures were used to select pupils? Have changes or refinements in procedures of selection been made during the year? If so, please describe.

Pupils selected by classroom teachers on basis of need of help in order to succeed in school or to improve progress in school. Parents and pupils invited to participate in the program required to give their consent before total eligibility in effect. No changes were made in the criteria and procedures.

B. PROJECT PERSONNEL

1. Specify personnel assigned to project as follows:

Position	Number Full Time	Number Part-time
Project coordinator		1
Regular teacher		47
School psychologists		
School social workers		
Remedial reading specialists		
Other (list)		
Student Workers		28

2. Selection of Personnel

How and by whom were project personnel selected? Explain briefly.

Project coordinator appointed

Teacher recruited for extra assignment from within regular staff.

Student workers recruited and selected by principals from local junior colleges and high schools.

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LOS ANGELES CITY SCHOOL DISTRICTS
DIVISION OF ELEMENTARY EDUCATION

April 17, 1964

Supplementary Teaching Program

* * *

EVALUATION OF THE SCHOOL COMMUNITY OPPORTUNITY PROGRAM IN EDUCATION CONDUCTED DURING THE FALL SEMESTER OF 1964 UNDER THE PROVISIONS OF ARTICLE 15, CHAPTER 6, OF DIVISION OF THE EDUCATION CODE (McATEER ACT)

I. THE PROGRAM

A. Description of the Program

The program provided 20 hours per week of supplementary teaching time beyond the regular school year in each of 6 elementary schools located in culturally disadvantaged areas. The general purpose was to supplement the regular school program in ways that would increase the opportunity of the culturally disadvantaged pupil to succeed in school.

The additional periods of instruction were held after the regular school day, the length of the class period generally being 60 minutes in length and scheduled from 3:30 to 4:30 p.m. The assignment of a supplemental teacher could not exceed 4 hours per week and was in addition to the teacher's regular teaching assignment including organized classroom teaching, other recognized school activities and his usual additional pertinent duties. The teacher's time thus assigned was outside of the norm and not allowed on a norm basis.

Twelve hours (12) per week were assigned to each of the participating schools for the employment of locally-recruited junior college and/or high school senior students to assist the supplementary teacher and be under the direct supervision of the supplementary teacher.

Payment for supplemental classroom teaching assignments was at the rate of $5.53 per hour, and payment for student workers to assist the supplementary teacher was at the rate of $1.50 per hour. Participating schools were:

Hammel Street
Hooper Avenue
Marianna Avenue
Miramonte
92nd Street
Vaughn Street

These 6 schools included student bodies of predominantly Mexican-American background, Mexican-American-Oriental and Negro background, and predominantly Negro background.

B. Expected Outcomes

The Elementary School Community Opportunity Program in Education concentrated on activities supplementing the regular day program with these expected outcomes:

1. To improve the reading achievement of selected pupils through special programs of instruction.

(OVER)

2. To improve arithmetic achievement of the selected pupils through special programs of instruction.

3. To improve communication skills in written and oral language by providing special assistance to the pupils.

4. To improve general achievement in the regular program by providing teacher support and encouragement in special situations working with the pupils to accomplish a sustained effort in the completion of homework assigned by teachers.

5. To improve the general attitude of the pupil towards himself and the school.

C. Types of Classes and Enrollments

Principals of schools participating in this program could select the more appropriate of the following activities for supplemental teaching assignments in their schools:

1. Remedial reading.

2. Arithmetic improvement.

3. Supplemental class in language arts designed to help those pupils who need generalized help in the area of communication skills. This included instruction in reading, spelling, writing and oral language.

4. Library activities including one or more of the following:

    a. Library open after school for study research and book circulation.

    b. Scheduled group instruction in use of library and research skills.

    c. Scheduled reading hours on a grade level basis.

5. Individualized tutoring and supervision of homework including evaluation of completed assignments.

6. Student leadership. Teacher met with separate groups on each afternoon to provide opportunities to improve school safety, cleanliness, morale, attitudes and pride as well as to develop leaders. Typical student leadership groups include student council, playground monitors, teacher aides, safety committee and library committee.

7. Club organization to provide enriched experiences in special interest areas. Typical clubs include science clubs, creative writing clubs, mathematics clubs and reading clubs.

(CONT'D)

In the 6 schools participating in the program under the McAteer Act, 811 pupils were enrolled in formal classes. Another 150 pupils participated in the program through open library facilities. The numbers and type of classes offered are listed as follows:

TYPE OF CLASS	NO. OF CLASSES
Primary improvement	2
Remedial Reading	13
Arithmetic improvement	11
Tutoring and Homework Help	2
Language Arts Improvement	5
English for Spanish-Speaking Pupils	2
General Enrichment	1
Language Enrichment	1
Science Enrichment	3
Literature and Reading Enrichment	4
Arithmetic Enrichment	1
Leadership Activities	5

II. PROCEDURE OF EVALUATION

A. Techniques Used for Evaluation

Evaluation was made in terms of expected outcomes of the program. Data were obtained through the use of continuous observation of classes in operation and through structured interviews with teachers, principals, pupils and parents involved in the program. In all cases where the interview technique was used, an attempt was made to gather evidence of a change in pupils enrolled in the program relative to their general attitude toward success in school work, willingness to admit shortcomings and an attempt to improve. Evidence also was gained relative to any change in achievement as shown by daily classwork or the results of teacher-made tests.

Although the majority of data gathered were subjective in nature, in some cases with specific classes it was possible to gather objective data through the use of a standardized achievement test. Such was the case in a class of reading improvement.

In one school through the use of a common questionnaire, data were gathered from the special teachers involved in the program as well as from the regular teachers whose pupils were enrolled in the special program. These data were charted and made a part of this report.

The varied nature of specific classes in each of the schools offered difficulty in obtaining common objective data from which to evaluate the total program.

(OVER)

III. FINDINGS

A. General Reactions of Teachers

These findings represent a summary of the reactions of teachers involved in the supplementary teaching program obtained through interview and general discussion.

1. Teachers felt that the small class load in after-school classes with its implications of individual help, free communication, extended subject matter and unstructured teaching methods provided an atmosphere conducive to pupil interest and enthusiasm. The children found excitement in learning.

2. The enthusiasm of children often carried into the home. Special homework assignments such as follow-up materials, stories, projects and science experiments were completed by pupils with enthusiasm not usually found in the regular classroom. Because of success experienced with homework assignments with special teachers' assistance, these pupils appeared anxious to share their assignment with their regular class in their regular classroom.

3. This interest and enthusiasm was a special source of satisfaction to the teachers involved with the program. As one teacher stated, "The eagerness with which the children respond, the extra work they volunteer to do and their anticipation for each class meeting make teaching such a class most enjoyable."

4. Class size permitted participation and experiences not possible in the regular classroom.

5. Attendance in all classes appeared good. Those pupils, however, whose attendance was not regular did not achieve as well in class, lacked the general enthusiasm of other pupils and showed little carry-over into the regular classroom. In general, teachers commented that pupils were not anxious to leave to go home at the end of class periods.

6. More than half the teachers contacted felt that two meetings a week were the maximum load for both teachers and pupils. Concern was expressed that if more than two days were diverted to the after-school program, a resultant loss of efficiency would occur in the regular classroom.

7. Student aides were favorably received by teachers. The aides contributed new ideas especially in specialized areas such as science, provided individual help and freed the teacher of some routine duties.

8. Teachers were almost unanimous in expressing an opinion that the chief outcome of such classes was related to a change in attitude on the part of individual pupils. The fact that children were not competing against themselves but seeking help seemed to develop a sense of satisfaction and confidence in individual pupils as they achieved success in the small group situation. The positive changes in attitude which occurred were not only toward success in academic achievement but toward school in general.

9. Teachers recognized that the additional work load of preparation for after-school classes has some implication for adequate preparation for regular class teaching.

(CONT'D)

10. Regular class teachers indicated their recognition of the value of the program by an increase in requests from them to permit additional students to participate in the after-school program.

11. Students and parents throughout the schools participating made special requests to be included in the program.

B. Specific Reports from Teachers

To be objective in this evaluation of the program, teachers were asked to list specific observations of change in pupils involved in their particular after-school program. Listed below are three such actual reports from teachers. In each of these the report is typical of other reports received from the teachers involved in the program.

1. Reading Improvement Class

a. Observations at the beginning of the program.
All children had poor word attack skills. Four children were poor in oral expression, not seeing, reading or hearing word endings and some blends correctly. One pupil was poor in grammatical usage and was very limited in ability to participate orally. Eleven pupils had inadequate sight vocabulary for fourth grade. Three pupils had limited comprehension. One pupil had a special handicap that hindered oral expression.

b. Observations at the end of the semester.
Two children moved to a higher reading group in the after-school class. Two pupils moved to a higher reading group in the regular class. All but one pupil have shown much growth in word attack skills and in the use of the dictionary. All pupils have shown much growth in oral expression--even the one with the speech handicap. One pupil has shown much growth in developing self-confidence in oral expression but still needs help with grammatical usage. Most pupils have developed a much more positive attitude toward reading. Many come before class time to read by themselves. Often these children point out their own problems and help each other to improve. Six children were dropped because of poor attendance. They were replaced by six others so that enrollment remained at 16.

2. Arithmetic Improvement Class

a. Observations at the beginning of the class.
The small class enrollment--15--gave the teacher an opportunity to cover material in greater detail and depth than could be done in a regular class. The children who participated in the program had an opportunity to drill in areas previously covered in their classroom. There was a wide range of ability in arithmetic within the group. Most children lacked understanding of basic processes.

b. Observations at the end of the semester.
Four pupils showed marked improvement, moving from the lower group to the upper group in the regular classroom. The regular classroom teacher noted a more receptive attitude toward arithmetic by many of the children in the supplementary program. Many of the children on the borderline in their regular classroom group were able to strengthen

(OVER)

their position and keep pace with the group. Only one child was dropped because of poor attendance. Enrollment was held at 15.

3. Student Leadership Class

a. Observations at the beginning of the semester.
Total enrollment of the class was held at 29. Selections of pupils were made from Grades 5 and 6 and representatives from the various school service organizations such as student council, safety committee, play leaders, playground helpers, etc. After-school meetings were conducted in an organized manner using a chairman, secretary and parliamentary procedure.

b. Observations at the end of the semester.
Six children in the program showed improvement in classroom conduct and self-control. Even though these six were good citizens when the program began, they developed to the point of having excellent self-control. Ten children developed a strong awareness of community problems and their role in the community. They became concerned with street and home repair problems, the need for sound educational training, the need to develop mechanical skills. These concerns were noted in their written and oral language work.

The entire class of 29 became more aware of the needs of the school. They observed safety problems, health problems, school beautification needs, break-in problems and even needs of their peers in the area of responsible citizenry. They suggested, planned and helped to administer corrective measures. Twenty of the students had an opportunity to plan and present school activity information to the student body. This gave them a real need for and valuable experience in public speaking. The eight regular classroom teachers reported that those children in the student leadership class demonstrated an increased concern for other children in the room and for maintaining high class standards. The members of the student leadership class have developed a greater awareness of local, national and international problems.

C. Test Results of a Remedial Reading and Language Group

In a remedial reading and language improvement class a form of team teaching was tried in one school. Two regular teachers and a student aide shared the responsibilities for a group numbering approximately 25 pupils. This plan was designed to permit opportunity for experimentation in small grouping procedures in addition to the large group instruction.

The CAT upper primary reading test was administered to the pupils in this group in early October 1963 and then the same test was given in late January 1964. Because of changes in pupils assigned, only 15 students took both tests. Although the sampling is small and familiarity with the test may have contributed to more successful completion of the second test, the students averaged four-tenths of a grade higher in vocabulary and eight-tenths of a grade higher in comprehension on the second test. Although some apparent regression appeared in the scores of a few students, others showed dramatic improvements of 1.5 to 2.5 grades especially in comprehension.

(CONT'D)

D. Tabulation of Teacher Evaluations

In one of the six schools participating, a questionnaire designed to measure changes in attitude and academic achievement was administered to all teachers involved in the after-school supplementary program. Each of these teachers was directed to evaluate each pupil in his specific after-school class as to changes in attitude and achievement. In each of the two areas evaluated, changes observed in pupils were to be recorded as excellent, good, fair or none. In turn the regular teacher of each of these pupils so evaluated was directed to evaluate any change observed in the pupils' regular classroom participation. The responses were tabulated and charted and are included as a part of this report. As a result of these tabulations, the following specific findings are listed:

1. Reading Improvement Class (Chart I)
   The special teacher observed a dramatic change in more pupils than did the regular teacher. Neither the special teacher nor the regular teacher listed any participating pupil as making no change. Both special and regular teachers observed a more dramatic change and a change in more pupils in the area of achievement.

2. Library Skills and Literature Class (Chart II)
   The regular teacher and special teacher observed about the same amount of change and in the same number of pupils. No pupils participating in the program were observed by either the special teacher or regular teacher to have made no change.

3. Language Arts Class (Chart III)
   Both regular and special teachers tended to agree on the amount of change and in the number of pupils changing in the area of attitude. In the case of changes in achievement, special teachers categorized most pupils as making a good change in achievement whereas the regular teachers tended to equally divide the pupils between excellent, good and fair.

4. English for Non-English Speaking Pupils Class (Chart IV)
   Regular teachers tended to rate the change of pupils slightly more conservatively than did the special teachers. Regular teachers rated the change in achievement of pupils considerably more conservatively than the special teacher.

5. Leadership Class (Chart V)
   Both special and regular teachers tended to rate pupils' change in attitudes as being more dramatic than the change in achievement. Regular and special teachers were in general agreement in both categories in change of attitude and change in achievement.

IV. CONCLUSIONS

As a result of this evaluation, the following conclusions are offered:

1. The after-school supplementary teaching classes by virtue of their small class loads and opportunity for individual pupil-teacher contact have considerable potential for helping educationally disadvantaged youngsters to improve in school adjustment.

(OVER)

2. The potential of such classes to change a pupil's attitude and to help him develop self-confidence and security in regard to his ability to participate successfully in school activities is somewhat greater than the immediate potential for change in achievement.

3. The change in attitude which results from participation in such after-school classes does have a direct bearing on the successful achievement in the regular classroom of the participating pupils.

4. Individual teachers participating in the program recognized that it requires an extra work load that is demanding and which may affect their contribution during the regular school program but feel that the satisfaction gained from working with enthusiastic youngsters making decided progress in change of attitude or achievement is justification for the program.

Prepared by:

Dr. John W. Wright,
Administrative Assistant

Presented to:

Robert J. Purdy, Associate Superintendent
Division of Elementary Education

(CONT'D)

CHART I

Reading Improvement -- 22 Pupils

	Change in Attitude				Change in Achievement			
	Exc.	Good	Fair	None	Exc.	Good	Fair	None
Rating of Special Teacher	13	9	0	0	4	11	7	0
Rating of Regular Teachers	10	9	3	0	4	13	4	0

CHART II

Library Skills and Literature -- 25 Pupils

	Change in Attitude				Change in Achievement			
	Exc.	Good	Fair	None	Exc.	Good	Fair	None
Rating of Special Teacher	11	8	6	0	8	11	6	0
Rating of Regular Teachers	11	8	6	0	7	11	7	0

CHART III

Language Arts -- 20 Pupils

	Change in Attitude				Change in Achievement			
	Exc.	Good	Fair	None	Exc.	Good	Fair	None
Rating of Special Teacher	8	11	1	0	4	12	4	0
Rating of Regular Teachers	8	9	3	0	8	7	5	0

CHART IV

English for Non-English Speaking -- 9 Pupils

	Change in Attitude				Change in Achievement			
	Exc.	Good	Fair	None	Exc.	Good	Fair	None
Rating of Special Teacher	5	4	0	0	2	5	2	0
Rating of Regular Teachers	3	3	3	0	1	2	5	0

CHART V

Leadership -- 43 Pupils

	Change in Attitude				Change in Achievement			
	Exc.	Good	Fair	None	Exc.	Good	Fair	None
Rating of Special Teacher	21	15	7	0	11	25	7	0
Rating of Regular Teachers	20	15	8	0	10	25	8	0

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LOS ANGELES CITY SCHOOL DISTRICTS
DIVISION OF ELEMENTARY EDUCATION

July 15, 1964

Supplementary Teaching Program

* * *

EVALUATION--SPRING SEMESTER 1964

Evaluation of the Supplementary Teaching Program conducted during the spring semester of 1964 under the provisions of the McAteer Act showed no appreciable change over the findings of the evaluation of the fall semester. A summary of the evaluation of the spring semester has not been prepared, but some additional charted statistics have been attached as a supplement to the evaluation of the fall semester 1963.

As in the fall semester 1963, in one of the six schools participating, a questionnaire designed to measure changes in attitude and academic achievement was administered to all teachers involved in the after-school supplementary program.

Each of these teachers was directed to evaluate each pupil in his specific after-school class as to changes in attitude and achievement. In turn, the regular teacher of each of these pupils so evaluated was directed to make a similar evaluation. The responses were tabulated and charted.

There appeared to be more turnover and transiency during the spring semester than in the fall semester. Consequently, only three classes at the end of the semester had a sufficient number of pupils who began the class and remained until the end and could be evaluated.

Tabulations showed little change in the findings of the fall semester.

(CONT'D)

CHART I

Reading - 21 Pupils

	Change in Attitude				Change in Achievement			
	Exc.	Good	Fair	None	Exc.	Good	Fair	None
Rating of Special Teacher	13	8	0	0	4	10	6	0
Rating of Regular Teacher	11	9	2	0	4	13	4	0

CHART II

Language Arts -- 16 Pupils

	Change in Attitude				Change in Achievement			
	Exc.	Good	Fair	None	Exc.	Good	Fair	None
Rating of Special Teacher	8	8	0	0	4	11	1	0
Rating of Regular Teacher	8	8	0	0	4	11	1	0

CHART III

English for Non-English Speaking -- 9 Pupils

	Change in Attitude				Change in Achievement			
	Exc.	Good	Fair	None	Exc.	Good	Fair	None
Rating of Special Teacher	5	4	0	0	2	5	2	0
Rating of Regular Teacher	3	3	3	0	1	2	5	1

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LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

FINAL REPORT

COMPENSATORY EDUCATION PILOT PROGRAM

McAteer Act

July, 1964

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LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

FINAL REPORT

Compensatory Education Pilot Program
1963-64

The Nature of the Group and Need

The Los Angeles City School System comprises more than 800 square miles and is the second largest school system in the United States. At the secondary level there are 69 junior high schools and 53 senior high schools with a total secondary student population exceeding 240,000. The school district is characterized by rapid population growth, mobility of population and diversity of local communities with respect to ethnic origins, economic status, educational and cultural backgrounds.

These factors confront the Los Angeles City Secondary Schools with the problem of adapting educational services to meet the needs of an increasing number of students who have a learning disadvantage.

Specific manifestations of the problems are to be found in underachievement in subjects; weakness in basic communication skills; poor student adjustment to a learning environment based on a values system sometimes foreign to a student's past experiences, and allied problems of parental understanding of, and cooperation with the school and the community.

Compensatory Education Pilot Program Plan

A four-phased program was initiated in the fall of 1963-64 designed to give concentrated and additional services in the areas of Basic Reading, After School Library, Evening Counseling, and School Community Coordination.

Three junior high schools and two senior high schools were selected to participate in the pilot State Compensatory Education Program. The Basic Reading, After School Library, and Evening Counseling services were implemented in all five schools. In addition, one senior high school was provided the time and funds for exploration of the School Community Coordination phase.

No phase of the program is exclusive with respect to student service. However, to achieve a specific evaluation of the efficiency of each program phase, those students selected for participation in each program phase according to their needs as related to purposes set up for each of the program phases, and who continued in the program through the experimental year, constitute the experimental groups, and are so reported. It should be further noted that the After School Library program was a service provided for all students in selected schools, and that although an evaluation is provided for this program, no students are reported as the experimental group for this phase.

Total Participating Students Constituting the Experimental Group

..

Grade		Number of Students Boys	Girls	Total
7		181	169	350
8		194	133	327
9		144	86	230
10		241	207	448
11		132	122	254
12		56	56	112
	Total	948	773	1721

. Names of Schools Involved, and Total number of Project Students Constituting the Experimental Group in each school:

chool	Reading Program	After School Library Program	Evening Counseling Program	School Community Coordination Program	Total
unior High Schools					
elvedere	87		158		245
arver	57		277		334
dison	79		191		270
enior High Schools					
incoln	51		91		142
anual Arts	43		171	516	730
otals	317		888	516	1721

PERSONNEL

Selection of Personnel

Central staff selected by Superintendents according to area of supervisory activity.

School personnel selected by administrators of schools with respect to required qualifications as designated in the specifications for each phase of the pilot program.

Personnel Assigned

a. Central Office Staff - Coordination of Project:

Name	Position	Office	Full Time	Part Time
Helma B. Coffin	Supervisor	Special Programs		x
Walter J. Lansu	Specialist	Special Programs		x
Paul M. Possemato	Consultant	Special Programs		x
Gordon B. McEwen	Consultant	Special Programs		x
Muriel I. Sheldon	Supervisor	Guidance & Counseling		x
Harry Handler	Supervisor	Guidance & Counseling		x
Rose O'Connor	Supervisor	Guidance & Counseling		x
Mildred P. Frary	Supervisor	Library Section		x
Dorothy E. Adams	Supervisor	Library Section		x
Clarke Cosgrove	Asst. Director	Evaluation & Research		x
Mary L. Jones	Coordinator	Curriculum Section		x
William Rosch	Supervisor	Curriculum Section		x

b. School Personnel:

Type of Position		Full Time	Part Time
Basic Reading Teachers	(equivalent to 5 positions)		10
School Reading Coordinators			5
After School Librarians	(equivalent to total supplementary time assigned to 5 schools)		12
Evening Counselors	(equivalent to total supplementary time assigned to 5 schools)		16
School Community Coordinators	(equivalent to one full time position, + 300 hours supplementary time)	1	

EVALUATION OF THE COMPENSATORY EDUCATION PILOT PROGRAM BY PHASE AS RELATED TO PURPOSES

The Basic Reading Program

Purposes

1. To improve fundamental reading skills
2. To improve regular class achievement by improving reading skills.
3. To effect positive changes in student attitudes, social adjustment, and attendance pattern through the experience of success in school work.
4. To improve teaching methodology and locate or develop appropriate instructional materials and audio-visual aids and equipment for students of secondary school age who have severe reading disabilities.

Design

Facilities

A reading room provided with special equipment and selected instructional materials was set up in each of the 5 pilot schools.

Scheduling of Classes

Five classes of Basic Reading were scheduled in each pilot school with a per class enrollment range of 15 to 20 students. Classes were single or multi-grade level at the discretion of the school.

Criteria for Selection of Students

Eligible students were those who:

1. By evidence of the most recent available standardized reading test data had:

   at junior high school level a combined reading score not exceeding 4.0
   at senior high school level a combined reading score not exceeding 6.0

2. Showed evidence of educational disadvantage and were recommended by teachers and counselors for this program.
3. Were not eligible for the Program for Educable Mentally Retarded.

Personnel

The Reading Teachers:

1. Were pre-trained in the teaching of Basic Reading
2. Used approved methodology and approved instructional materials and equipment
3. Maintained individual data records for each student in the reading class
4. Participated in continuous in-service training specially designed for teachers in the pilot program and which was implemented by local staff members.

The Reading Coordinators

1. Assumed school leadership responsibility in the reading program as designated by the principal of the school.

2. Taught one or more of the pilot reading classes.

3. Cooperated with school counselors in maintenance of project's student eligibility list.

4. Assumed liaison duties with Central Office staff.

5. Coordinated the maintenance of all evaluative data.

6. Contributed to the Basic Reading in-service training program.

The Reading Consultant - Central Office

1. Gave assistance to reading coordinators and teachers on a scheduled basis.

2. Carried the responsibility for the Reading Program in-service training.

3. Acted as liaison person between project schools and Central Office.

4. Carried Central Office responsibility for tabulation of evaluation data.

Basic Reading Course Content *

I. Word Recognition

   A. Through clues

      1. Picture clues
      2. Context clues--the meaningful setting of new words
      3. Configuration clues--the visual discrimination of likenesses and differences

   B. Through analysis

      1. Structural--the recognition of base, prefix, suffix, syllable, and accent
      2. Phonics--the sound equivalents of letters and letter combinations

   C. Spelling

II. Vocabulary Building

   A. Alphabetizing

   B. Building word families: simple roots, prefixes, suffixes, and inflected endings

   C. Deriving word meaning from context

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* Course Outlines for Basic Reading, Reading Improvement, Power Reading, Curriculum Branch Publication No. X-8 - 1963.

D. Using the dictionary

1. Recognizing and using alphabetical sequence through the fourth letter
2. Using guide words
3. Using simple diacritical marks
4. Recognizing syllables and blending them into whole words
5. Choosing a single definition that fits the context
6. Using pictures and other illustrations as clues to meaning
7. Using synonyms and illustrative phrases and sentences as clues to meaning
8. Learning that inflected and derived word forms usually are not listed as entry words
9. Adapting meaning for inflected or derived forms from meaning of root words

III. Comprehension

A. Following printed and oral directions

B. Understanding sequence of events

C. Recognizing and understanding the main idea

D. Recognizing and remembering important supporting details

E. Seeing the relationship between main idea and important details

F. Recognizing key words, phrases, and sentences

G. Visualizing what the words describe

H. Anticipating outcomes

I. Drawing conclusions

IV. Appreciation

A. Increasing appreciation of what is read by:

1. Knowing the setting of the story
2. Knowing and understanding the sequence of events in the story
3. Sorting the most important events from the minor ones
4. Understanding and enjoying figurative expression
5. Recognizing the theme of the story
6. Understanding and evaluating the characters' motives and actions
7. Sharing what is read in purposeful small-group or entire-class discussion
8. Predicting outcomes

V. Location and Study Skills (finding and using information)

A. Using the text as reference by making best use of:

1. Title, author, publisher
2. Table of contents
3. Unit and chapter titles
4. Chapter, section, and paragraph headings
5. Simple tabular materials

B. Using the card catalog (author, subject, index)

C. Locating a book by the call number

D. Understanding simple chronology

E. Applying basic dictionary skills

F. Organizing facts and ideas by:

    1. Listing events in order of happening
    2. Listing items in order of importance
    3. Summarizing in written or oral statements
    4. Using maps and tabular forms
    5. Answering written or oral questions

G. Finding key words in statements, questions, problems

H. Placing statements of information in categories (as in simple outlining)

Evaluation Data and Trends

The assessment of the Basic Reading phase includes both objective and subjective data reported by the administrators of schools, reading coordinators and teachers in the project, and parents of participating students.

Each reading teacher maintained a Student Basic Reading Progress Record (Addendum Item 1) for each enrollee in the reading class. The records of the 317 students who remained in the reading class for the entire year constitute the bases for certain evaluative data to be described.

Recognizing that multiple factors contribute to reading disability, and that various grade levels were represented in the experimental group, the individual Student Progress Records were designed to yield not only general information, but to enable evaluation of individual student progress. One premise of the study was that proof of improvement in reading skills lies in evidence of application of such skills in other classes. Therefore records include information with respect to the semester preceding the experimental year, at the conclusion of the first semester of the experimental year, and at the conclusion of the final semester of the experimental year.

To determine significant trends, the Sign Test and the McNemar Test for the Significance of Changes* were employed, and the following null hypothesis was tested: H_0: The median of the differences between pre and post-marks is zero. The research hypothesis tested was: H_1: The median of the differences between pre and post-marks is significantly above or below zero.

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*Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Inc., 1956.

Transiency

Tabulation of student movement, (Table 1) represents a 71.2 retention of students originally enrolled in the pilot project reading phase. This is a commendable retention. However, exploration of total student movement within the non-stable group showed an excessive turnover percentage which presents a significant classroom problem to the reading teacher.

TABLE 1.
Transiency

1. Total number of Basic Reading Classes		25
2. Enrollment		
a. Original enrollment September 1963	445	
b. Total added to program during year	154	
c. Total enrollment 1963-64		599
3. Withdrawals		
a. Number of students who left school	113	
b. Number of students who withdrew from program, but remained in school	52	
c. Total withdrawals 1963-64		165
4. Final enrollment		
a. Final enrollment - June 1964	434	
b. Number of students enrolled June 19, 1964, who were not in original enrollment	117	
c. Number of students enrolled June 19, 1964, who were part of original enrollment and who constituted the experimental group in the Reading program		317
5. Student turnover		
a. Percent of original group that remained the full year		71.2
b. Percent of student movement within the non-stable group		249
Average Class Size		
September 1963		17.8
June 1964		17.4

Attendance

Tabulation of absences (Table 2) and the utilization of the Sign Test and the McNemar Test for the Significance of Changes gave no indication of significant improvement in attendance pattern at the conclusion of either the first or second semester when compared with the absence pattern during the pre-experimental semester. Attendance pattern continues to present a significant classroom problem to the reading teacher.

TABLE 2.
Attendance Pattern

	Total Student Absence	No. Students With Decrease In Absence	No. Students With Increase In Absence	χ^2	P
1. Pre-experimental semester	1566				
2. End of first experimental semester	1320				
3. Difference between end of first experimental semester and pre-experimental semester	246	91	69	2.75	N S
4. End of second experimental semester	1716				
5. Difference between end of second experimental semester and pre-experimental semester	150	82	82	.006	N S

Comparison of Subject Marks in English

A complete tabulation of marks received in English was made for students in the experimental group and a comparison made of marks received at the conclusion of the first experimental semester with English marks received during the pre-experimental semester. A second comparison was made of English marks received at the conclusion of the second experimental semester with the marks received by the students in the pre-experimental semester. The Sign Test and the McNemar Test for the Significance of Changes were utilized.

The results suggest a significant positive trend in support of the study research hypothesis that improvement in reading skills would have a positive effect upon the success of the students in subject field areas. It is recognized that variable factors existed, and that a next step should be substantiation by means of control comparison.

However, the fact remains that a continuous significant improvement was manifested by the experimental group in their English marks which could be a direct result of the application of improved reading skills to the English class content, and which was a planned part of Step 1 in the Secondary master plan for the reading phase of the Compensatory Education Program. These results are particularly gratifying because students having the greatest reading disability were given priority for the experimental classes.

TABLE 3.
Comparison of Subject Marks in English

	Median Mark	Experimental Group Grade Point Average	No. Students Who Improved One Mark Or More	No. Students Who Regressed One Mark Or More	χ^2	P
1. Pre-experimental semester	D	1.51				
2. End of first experimental semester	C	1.87				
3. Difference between end of first experimental semester and pre-experimental semester			109	42	28.86	$<.0$
4. End of second experimental semester	C	2.15				
5. Difference between end of second experimental semester and pre-experimental semester			134	44	44.50	$<.0$

Comparison of Subject Marks in Social Studies

A similar tabulation and comparison of marks received in Social Studies was made for the experimental group.

The application of the Sign Test and the McNemar Test for the Significance of Changes did not indicate change to the extent of significance. However, examination of the grade point averages at the end of the first and of the second experimental semesters showed a slight positive trend.

Of interest is the fact that within the Secondary School Master Plan for the Reading phase of the Compensatory Education Program there were plans for the strengthening of developmental reading skills in Social Studies.

TABLE 4.
Comparison of Subject Marks in Social Studies

	Median Mark	Experimental Group Grade Point Average	No. Students Who Improved One Mark Or More	No. Students Who Regressed One Mark Or More	χ^2	P
1. Pre-experimental semester	D	1.50				
2. End of first experimental semester	D	1.50				
3. Difference between end of first experimental semester and pre-experimental semester			43	49	.27	N S
4. End of second experimental semester	D	1.57				
5. Difference between end of second experimental semester and pre-experimental semester			62	67	.12	N S

Administrative Evaluation (Addendum Item 2)

The Administrators of the five schools having the Basic Reading phase of the Compensatory Education Program were unanimous with high ratings with respect to value to students, schools and community.

Limitations were primarily concerned with organizational and budget problems. Recommendations included solutions for the limitation problems, and a unanimous proposal to continue and extend the Basic Reading Program.

TABLE 5.
Administrative Evaluation

1. General

	Markedly Positive		Positive		Neutral		Negative		Markedly Negative		Total Evaluation Responses
	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	
Overall evaluation of the effectiveness of the Basic Reading Program	3	2									5
Estimate of impact of Basic Reading Program on students who participated	3	2									5
Estimate of impact of Basic Reading Program upon the school community	3	1		1							5

2. Strengths

a. Excellent provision of instructional material and equipment.
b. Reading teachers well trained.
c. Reading rooms provided environment conducive to learning.
d. Provided help for poor readers on a practical basis. Small classes enabled individual student help.
e. Provided school reading program coordination.
f. Provided consultant assistance to schools.
g. Met special needs of the school area.
h. Had a positive influence on faculty point of view.

3. Limitations

a. Small reading classes are difficult to accommodate without off-the-norm position assistance.
b. Delayed budget approval causes problems such as:
    (1) Late ordering and arrival of instructional material
    (2) Fall reprogramming of students
    (3) Fall adjustment of master programs

4. Recommendations

a. Continuation and expansion of program to serve more students
b. Addition of off-the-norm teaching positions for assistance in maintenance of small reading classes and provision of Reading Program coordination
c. Continuation of teacher-training program
d. Addition of reading materials of special interest to girls
e. Early approval of program to eliminate reprogramming and late arrival of materials
f. Addition of clerical assistance if extensive evaluation is to be continued

Parent Evaluation (Addendum Item 3)

Questionnaires were sent to parents of the experimental group. The 204 responses to one or more of the questionnaire items were favorable in great majority, and contained many non-structured comments of appreciation.

TABLE 6.
Parent Evaluation

1. Structured Questions

	Total Responses YES	Total Responses NO
a. Did your child like the special reading class?	190	14
b. Has your child's reading improved?	193	10
c. Does your child read more since being in the reading class?	166	35
d. Did your child's marks improve on his last report card?	158	39
e. Should the schools continue these special reading classes?	193	9

2. Most Frequent Non-Structured Comments

General

Please impress on students the importance of learning to read.

Regarding Content

a. Work is needed on definition of words and pronunciation
b. Emphasize concentration
c. Give students "harder" books
d. Liked work on prefixes, suffixes and syllables
e. Need to study parts of speech
f. Increase vocabulary work both in writing and speaking

Regarding Homework

a. Please stress importance of reading at home
b. Would like more written assignments
c. Give more reading assignments
d. The reading program should include parent help at home
e. Develop form for parent signature showing hours of home study
f. Let children bring more books home

Appreciation

a. Continue these classes for all children
b. A wonderful opportunity for children who are slow in reading
c. Let parents know how they can help
d. The reading class has really helped children
e. Child is reading more for entertainment
f. Helped children with spelling
g. Child reads more books and much faster than before

Total questionnaires sent	317
Total respondents	204

Summary

Although a good retention of students in the Reading program was maintained, transiency and attendance patterns remain as negative contributing factors in the education of boys and girls. Awareness of such effects was reflected in the non-structured comments by teachers, students and parents. The educational cost to students in skills mastery is great. The monetary costs to school districts is great.

Examination of the total evaluation of the stable group of experimental students is encouraging, and tends to fortify the study premise that a sound reading program can make a positive contribution in a Compensatory Education Program. The significant trend in the application of reading skills in English classes is gratifying.

It is proposed that the following elements contributed to the success of the pilot Basic Reading Program:

1. Intensive reading instruction for students for one year.

2. Teaching methodology which stressed diagnosis of reading disability and appropriate application of individual, small group, and total class student instruction.

3. Use of appropriate multi-level instructional materials which provided a sequential approach to the teaching of fundamental reading skills.

4. Provision of classroom sets of high interest, multi-level books for guided independent reading.

5. Provision of a teacher-training program which convened for four hours each day for six weeks prior to the pilot year, and continued on a planned meeting basis throughout the pilot year; and which has been extended to the post-experimental year's summer on a four hour per day, six-week basis.

Plans for continuation or extension of the Reading program should take into consideration cost factors which have been absorbed by schools and Central Office for the program establishment, maintenance and extensive evaluation and which could not be reflected by budgeted funds reported for excess cost entitlement.

THE AFTER SCHOOL LIBRARY PROGRAM

Purposes

1. To provide facilities for students to study.

2. To provide study assistance to students in the use of reference materials, encouragement for independent reading, and opportunity to participate in the related library activities.

Design

The regular school library facilities were made available to all students in selected schools on an extended basis of 6 afternoon hours each week for 32 weeks. Some additional special reference materials were provided to each library concerned.

Personnel

The After School Library Program was under the direction of the regular school librarian or a trained teacher designated by the principal of the school. The librarians were responsible for:

1. Specialized library assistance to students

2. The maintenance of evaluation data necessary for the experimental project

3. Participation in the in-service training program provided especially for this phase of the program

Evaluation Data and Trends

The statistical records maintained by the After School Librarians show a commendable use of the after school library hours and an increased circulation of books. In order that the after school library service could maintain a full and voluntary use of service by all students, only student after school library contact records were maintained, and no students were reported for reimbursement under the McAteer Act.

TABLE 1.
After School Library Report

1. Statistical

	3 Junior High Schools	2 Senior High Schools	Total
Number of Student Contacts With After School Library Services During 1963-64	24,694	4970	29,664
Number of Books Circulated During After School Library Services During 1963-64	11,478	3659	15,137

2. Types of special activities reported most frequently:

- Homework
- Reference work
- Independent reading
- Tutoring
- Book fairs
- Seminar on Mexican culture
- Instruction on use of library
- Special clubs

Administrative Evaluation (Addendum Item 2)

The Administrators of the schools having the After School Library Program gave strong ratings for the Library program phase regarding value to students, schools and community.

Limitations were primarily concerned with time conflicts for students and increased service load on library because of the increased circulation of books.

Recommendations reflected need for flexibility in the assignment of the supplementary library time and in the strengthening of communication lines to students and parents regarding the additional time the library facilities were available. All Administrators recommended extension of the program.

TABLE 2.
Administrative Evaluation

1. General

	Markedly Positive		Positive		Neutral		Negative		Markedly Negative		Total Evaluation Responses
	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	
Overall evaluation of the effectiveness of the After School Library Program	3	1		1							5
Estimate the impact of After School Library Program on students who participated	2		1	2							5
Estimate of impact of After School Library Program upon the school community	4			1							5

2. Strengths

a. Provided good study environment
b. Made possible individual student assistance by librarians
c. Stimulated broader use of library resources -- increased book circulation
d. Stimulated use of library for cultural enrichment
e. Had positive motivation on student body
f. Provided excellent place for tutoring
g. Stimulated student awareness of library resources
h. Gave resource material help for new courses of study

3. **Limitations**

   a. Time conflicts with student bus transportation schedules
   b. Time conflicts with student extra-curricular activities
   c. Increased book circulation created need for additional help in libraries

4. **Recommendations**

   a. Extend number of days and hours library is open
   b. Strengthen communication lines to students regarding time library is open
   c. Strengthen communication lines to parents regarding library facilities
   d. Permit flexibility in the assignment of additional hours the library is to be open
   e. Develop additional interest centers to attract students

Student Evaluation (Addendum Item 4)

An evaluative questionnaire was completed by all students in a regular English class at each grade level in all schools having the extended library program. The responses indicated that of those students who utilized this service, the major number considered the services were very helpful. (Table 3) The major purposes for which students used the library service were those of use of reference books, other informational books, and for pleasure reading.

The major reason reported for not utilizing the after school library facilities was a preference to use the public library closer to home. Other reasons are listed in order of frequency.

TABLE 3
Student Evaluation

1. Overall Evaluation by Students	Number of Responses
Having the library open after school was:	
Very helpful	482
Somewhat helpful	213
Not helpful	94
Total responses to item.	789
2. Estimation of number of times library was used after school:	
Once a week	375
Twice a week	196
Three or more times a week	86
Other miscellaneous responses:	132
Special assignments	
Club afternoon	
Once or twice a month	
Prefer public library	
Must be home early	
Total responses to item.	789

3. Purposes of After School Library use:

		Number of Responses
For Study Purpose - to use:	Card catalogue	294
	Periodical index	82
	Reference books	524
Total responses to item:		900
For information:	Other books	502
	Newspapers	102
	Magazines	246
Total responses to item:		850
For Pleasure Reading:	Books	520
	Magazines	272
	Newspapers	62
Total responses to item:		854

4. Reasons for Non-Use of After School Library - (in order of frequency)

Used the public library close to home
Had no work to do in the library
Had to go straight home from school
Had no time after school
Involved in other after school activities
  (e.g. athletics, playground)
Had to work after school
Have good reference materials at home
Did not know library was open
Had to catch a bus
Do not like to read

Parent Evaluation (Addendum Item 5)

An evaluation form was sent to parents of students in the English classes who reported having used the after school library facilities. All respondents urged the continuance and expansion of the program because it provided an excellent place for study, for pleasure reading, and for small group activities.

TABLE 4
Parent Questionnaire

	No. of Responses YES	NO
1. Do you think the library program should continue?	265	0

2. In what ways do you think having the library open after school has helped children?	No. of Responses
a. It provided a good place for study	226
b. It provided a place for pleasure reading	139
c. It provided participation in an after school library group or club activity	37

3. Most frequent non-structured comments:

Regarding special library activities:

1. Increase number of special after school library activities such as clubs
2. Tutoring program good
3. Use more audio-visual materials for groups

Regarding Time:

1. Keep library open more hours after school
2. Keep library open every day after school
3. Libraries should be open in summer session
4. Keep libraries open for night school
5. Open library for study before school begins
6. Recommend noon study time

Regarding Content:

1. More titles needed to meet demands
2. Need wider selection of books
3. Need more recent books for history references
4. Make reference materials (e.g. encyclopedias) available for check-out
5. Need more pleasure reading books

Appreciation:

1. It is wonderful that students can study in the library
2. Child studies instead of watching television
3. It encourages students to improve their research and study
4. Having library open has helped improve reading habits
5. Parents enjoy reading books the child brings home
6. Is a valuable asset to the children
7. It keeps students from having to go to public libraries after dark

General:

1. Program should continue because students do not have reference books at home
2. It is easier for students to study in the quietness of the library
3. Develop some kind of parent report to make sure child is taking advantage of this opportunity
4. Students should be able to check out more books at one time

SUMMARY

The total assessment of the After School Library Program indicates that the service is a useful one and should be continued on a more flexible time assignment basis.

Additional effort should be made to inform parents of extended library hours and to encourage students to use the facilities.

Continuation or expansion should give consideration to increased library personnel load caused by additional circulation of books.

THE EVENING COUNSELING PROGRAM

Purposes

1. To offer additional counseling services to students with special emphasis on those who are returnees from special schools, camps, or institutions; potential or actual dropouts; new to urban life; or academically able or talented.

2. To strengthen the educational and vocational planning with students from lower socio-economic communities through improved communication with parents of these students.

General Plan of the Program

Fourteen counselors, two or more in each of the five participating schools, were available to parents and students in the evening for a total of 1440 hours during the school year. Conference time, generally, was set after 6 p.m., two evenings a week for thirty-two weeks.

The time was utilized, inasmuch as possible, in interviewing parents who were working or could not be contacted for some reason during the day. Every effort was made to overcome the reluctance often shown by parents to come to school and confer about their children. Special consideration was also given to those situations where it appeared that students could be assisted more effectively if both father and mother were interviewed.

Personnel

The Evening Counseling Program in each school was directed by the principal who in most situations delegated to the head counselor responsibility for the coordination of the activities. The evening counselors were selected by the principals and were drawn for the most part, from among regular counseling staff members. Central Office supervisors coordinated the programs in the five schools, developed procedures for evaluation of the project, and provided in-service training for the evening counselors.

In-Service Training Program

Pre-Training:

During the summer of 1963 and preceding the initiation of the project, the evening counselors and the head counselors from their schools were invited to a three-day in-service training workshop held from 8:30 a.m. to 3:00 p.m. Forty-one counselors, many of whom received no extrinsic reward, participated for three days.

Presentations by authorities in the field were made each day at general sessions to increase counselor understanding of the problems connected with the educationally handicapped student, and to present some possible approaches to their solutions. Each day the project members also met in small groups to discuss specific policies and procedures that needed to be considered in order to develop as effective a program of evening counseling as possible. Recommendations resulting from the group discussions were summarized and presented to the principals of the schools involved in the evening counseling program.

On-the-Job Training:

A series of monthly meetings held during the school day was planned for all evening counselors. Content of the meetings included presentations related to problems of minority groups, reports of evening counseling activities, exchange of procedures, and analysis of the progress of the project, as well as opportunities for improving counseling skills such as observing, interviewing, and recording.

Basic Information Related to the Services *

Evening Counseling Interviews:

Eight hundred and thirty-eight families, representing 888 students, were involved in evening counseling in the five participating schools. Contacts in approximately three-fourths of the cases were initiated by school personnel, with self-referrals by students and parents accounting for the remainder. Eighty percent of all appointments made were kept. Ten percent of the conferences resulted when the parents "dropped in" without an appointment.

A total of 1126 counseling sessions were held with families during the hours assigned to the five schools for evening counseling. Average time of sessions was 43.6 minutes. The number of sessions per family varied from one in 680 cases to more than four in 13.

Family members participating in the conferences are shown in the table below. Rank, frequency and percent refer to the number of conferences in which the designated participants were present.

Number of Participants in Evening Counseling

Rank	Participants	Frequency	Percent
1.	Mother (or female guardian) and pupil	401	35.6
2.	Mother (or female guardian) only	324	28.7
3.	Parents (or guardians) and pupil	120	10.6
4.	Father (or male guardian) and pupil	94	8.3
5.	Father (or guardian) only	90	7.9
6.	Parents (or guardians) only	86	7.6
7.	Pupil only	11	.9
	Total	1126	99.6

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* Information obtained from the "Evening Counseling Summary" reports (Addendum Item 6)

The primary reason given for referral of pupils whose parents were seen in evening counseling sessions are summarized below under nine general classifications. Rank order and percentages are reported only for the general classification. Frequency of reason reported under each general classification is noted in parenthesis.

Primary Reasons for Referral

Rank	Reason		Frequency	Percent
1.	Problems of Learning		400	45
	Underachievement	(181)		
	Multiple failures	(126)		
	Academic retardation	(63)		
	Poor work habits	(23)		
	Certificate program	(7)		
2.	Problems of Personal and Social Adjustment		154	17
	Behavior difficulties	(128)		
	Peer relationships	(10)		
	Socially maladjusted	(11)		
	Returnee from special school or probation camp	(5)		
3.	Educational or Vocational Planning		130	15
	Planning for future school and work	(109)		
	Academically able or talented	(21)		
4.	Problems of Attendance		97	11
5.	Dropout: Potential	(20)	26	3
	Actual	(6)		
6.	Parent Concern - No School Problem		25	3
7.5	Health		13	1
7.5	Family Relationships		13	1
9.	New to Urban Life		6	1
	Other		24	3
	Total		888	100

Follow-up Contacts:

Implementation of recommendations resulting from the evening counseling sessions required a large number of follow-up contacts during the day which are summarized in this table:

Contacts	Number by Phone	Number in Person	Total
With Pupils		1352	1352
With School Personnel		1350	1350
With Family	457	178	635
With Agencies	53	37	90
Total	510	2917	3427

School Plan for Remediation of Students' Problems:

Evening counselors, cooperatively with parents and often with school personnel, planned for each student a program directed toward remediation of the presenting problems. The recommendations made fall generally under two classifications, Special Program Considerations, and Referrals.

Special Program Considerations		Number of Pupils
Remedial Instruction		320
Compensatory Education - Basic Reading	(127)	
Reading Improvement	(62)	
Remedial, other than reading	(69)	
Tutoring	(49)	
Corrective P.E.	(9)	
Speech correction	(4)	
Ability Grouping		167
Change of grouping	(78)	
Low Index groups	(42)	
Academically Enriched	(20)	
Honors	(11)	
Educable Mentally Retarded	(16)	
Changes to Effect Social and Personal Adjustment		154
Selected teachers	(84)	
Separation from groups	(44)	
Fewer academic classes	(18)	
Shortened day	(8)	
Consideration of Interests and Special Abilities		109
Interests	(56)	
Special abilities	(53)	
Grade Placement		59
Age-grade adjustment	(20)	
Retention	(22)	
Acceleration	(17)	

Referrals		Number of Pupils
Other Phases of Compensatory Education Program		317 (444)
Library Program	(285)	
Community Coordination	(32)	
*(Basic Reading - 127)		
School District Resources		190
Summer School	(100)	
Health Services	(32)	
Child Welfare and Attendance	(21)	
Work Experience	(10)	
Advisement Service	(9)	
Adult School	(8)	
School Guidance Center	(4)	
Speech Evaluation	(3)	
Student Rehabilitation	(2)	
Handicap Placement	(1)	
Community Resources		54
Community Welfare Agencies	(52)	
BPA Special Project	(1)	
U.S.C. Guidance Center	(1)	

* Reported under Special Program Considerations

Time Devoted to Services:

Evening counselors reported that 2534 hours were required to provide the services of the Evening Counseling Program. Since the assigned time allotted to the five participating schools totaled 1440 hours, the remaining hours were taken from the regular school day or from the non-compensated time of the counselors. The following table shows the number of hours devoted to various aspects of the service:

Services Provided	Assigned Time (Hours)	Other Than Assigned Time (Hours)	Total Hours
Phone contacts to make appointments	93	74	167
Collecting and interpreting data	185	227	412
Preparing and evaluating reports	145	135	280
Correspondence	23	55	78
Follow-up contacts	177	603	780
Interviewing families	817		817
Total	1440	1094	2534

Evaluation

The evaluation of the Evening Counseling Program is based on the counselors' summaries of data from 888 pupil folders, the evaluation forms completed by counselors and principals, and the responses to parent questionnaires.

Principals' Evaluations: (Addendum Item 2)

Principals were asked to evaluate Evening Counseling in three areas: overall effectiveness, the impact on the students, and the impact on the community. All ratings of the five principals were "markedly positive" except for a "positive" rating of the impact on students by one principal.

Principals also were asked to comment on the strengths and limitations of the program, and to make recommendations for its improvement. Their responses, grouped according to the basic idea expressed, are presented below with the frequency of each shown in parenthesis.

Strengths:

Parents not available through the regular program were reached.	(4)
Counseling in more depth and breadth resulted in greater parental insight.	(3)
Able pupils, potential dropouts, and other pupils who might otherwise have been overlooked, were served.	(2)
Community-school relationships were improved.	(2)
Better teacher-counselor and teacher understanding resulted.	(1)

Limitations and Recommendations:

Limitations		Recommendations	
None	(2)	None	(3)
		Improve publicity for the service and develop better ways to motivate the parents to accept the service.	(2)
Too much record keeping with lack of sufficient clerical help.	(2)	Streamline reporting.	(1)
Insufficient time allotted for the program.	(1)	Expand the evening counseling program; double the time.	(1)
Process of referring students needs to be improved.	(1)	Improve faculty referral procedures.	(1)

Parents' Evaluation: (Addendum Item 7)

Questionnaires in the form of letters were sent to parents of seventy students, whose names were obtained by drawing at random five pupil folders from each of the fourteen counselors' sets. Responses were received from 34% (24) of the parents contacted.

The questions asked of the parents and frequency of the responses are summarized below:

	Yes	No
1. Did you find this conference helpful?	22	2
2. Did the conference result in helping your child?	21	3
3. Were your questions answered?	22	2
4. Would you have liked to have had more time to talk?	17	7
5. Do you know of other parents who would like to talk with a counselor during the evening?	7	14

Parents were also asked to "tell us what you think we might do next year so that parents could get more help from talking to the counselors in the evening." The comments received from the parents were summarized by grouping them according to the basic idea and then ranking them in order of the frequency with which the suggestion was mentioned.

Rank	Parent Comments	Frequency
1.	Service helped the parent understand the pupil better.	10
2.	Service helped the pupil with the problem.	6
3.5	The schools should increase the amount of this service.	3
3.5	The schools should continue the service as it is.	3
5.	There should be more publicity about the service.	2
10.	More followup with the parents after the conference is needed.	1
10.	The service increased the parents' understanding of school personnel.	1
10.	Small group meetings with parents might be held.	1
10.	Teacher involved should be present.	1
10.	The child involved should be present.	1
10.	Schools should talk with parents sooner, before the problem gets serious.	1
10.	Counselors should have information ready ahead of time about the child's potential and achievement scores.	1
10.	Teachers should do their jobs better.	1
10.	Should have better schools.	1

Counselors' Evaluation:

The evaluations of the program submitted by the fourteen evening counselors at the termination of the project are presented in the discussion that follows. Data obtained from the "Evening Counseling Summary" reports and the "Evening Counselors' Evaluation" form are summarized separately.

"Evening Counselors' Evaluation" Form (Addendum Item 8)

In order to obtain as frank a judgment as possible from each of the participants, the evening counselors were not asked to sign their names to the "Evening Counselors' Evaluation" form. As a result, the responses of the personnel serving in the five schools participating in the state reimbursed Compensatory Education Program could not be separated from those of personnel serving in other schools that offered the evening counseling services. Based on the assumption that the evaluation from the five participating schools would approximate the pattern of those from the total group of evening counselors, the reports received from all of the evening counselors have been summarized in the discussion that follows:

Attitudes Toward the Program:

On the rating chart shown below, each evening counselor was asked to evaluate the attitudes toward the program of parents, other members of the counseling staff, and teachers.

interested	_____:	_____:	_____:	_____:	_____:	disinterested
optimistic	_____:	_____:	_____:	_____:	_____:	unaware
receptive	_____:	_____:	_____:	_____:	_____:	non-receptive
cooperative	_____:	_____:	_____:	_____:	_____:	uncooperative
patient	_____:	_____:	_____:	_____:	_____:	impatient

The responses of the counselors indicate that each of these groups reacted favorably to the program. Among the three groups, the evening counselors felt that the attitude of the parents was most positive, and the attitude of the counselors least positive. In evaluating the success of the program the attitude of the parents probably is the most significant of the three groups compared. The indication that counselors other than the evening counselors themselves, did not accept the program as fully as others, has implication for in-service training with all counselors next year.

In-Service Training Programs

Counselors were asked to rate the effectiveness of both the pre-school and the monthly in-service training meetings, and to make recommendations for improving both of these programs. The responses indicated that both had been considered worthwhile and it was recommended that they be continued next year.

The summary of the actual ratings are presented below. Fewer counselors assessed the value of the pre-school meetings because only those who participated in them were asked to submit ratings.

Pre-school Training Program: Effective 10 : 10 : 2 : 0 : 0 : Ineffective

Monthly In-Service Training Meetings: Effective 12 : 18 : 5 : 2 : 0 : Ineffective

The recommendations that were made for the improvement of the two programs were grouped according to the basic ideas presented, and then ranked by the frequency with which the recommendation was made. A complete summary of the recommendations may be found in Addenda Items 9 and 10 . The two charts that follow present the recommendations made by five or more of the counselors.

Rank	Recommendations Regarding Pre-School Program		Frequency
1	Present information on how to use school-district and community resources		10
2.5	Offer training in the improvement of the techniques of counseling		7
2.5	Organize small discussion groups		
	a. To share good and poor practices and exchange ideas	5	
	b. By geographical areas to discuss problems unique to the area	1	
	c. By junior and senior high school personnel to discuss problems unique to the educational level	1	7
4	Involve administrators in developing procedures that might be followed to improve		
	a. Intra-school communications	2	
	b. Closer working relationships with other phases of SCOPE	2	
	c. Publicity within the community	1	
	d. Faculty understanding and participation	1	6
5.5	Discuss ways of contacting parents and scheduling appointments		5
5.5	Discuss ways of reducing the clerical load and of improving reporting procedures		5

Rank	Recommendations Regarding Monthly Meetings	Frequency
1	Offer training in the improvement of the techniques of counseling	11
2	Discuss procedures to follow in referring cases to community agencies	10
3	Develop procedures for the improvement of reporting at the end of the year	9
4.5	Organize into small discussion groups for exchange of ideas and practices	5
4.5	Discuss procedures to follow in improving publicity about the program in the community	5

Analyses of Functions

The evening counselors were given a list of the major functions that they had been asked to perform in offering these evening counseling services. They were then asked to select the three functions which they considered would fall into the following categories: (1) most effective, (2) least effective, (3) most difficult to accomplish, (4) least difficult to accomplish, (5) most time consuming, (6) least time consuming, (7) most time consuming and most worthwhile, and (8) most time consuming and least worthwhile. A complete summary of the responses may be found in Addenda Items 11, 12, 13, and 14.

For the most part the responses of the counselors showed a high degree of consistency. "Counseling parents" was rated as the most time consuming, the most effective and the most worthwhile activity, and at the same time among the least difficult to accomplish. "Preparing reports," on the other hand, was among the activities requiring the most time, and was the least worthwhile and most difficult to accomplish. The activities that were related to direct contacts with pupils and parents consistently were rated as most effective and most worthwhile.

From the ratings there seems to be an indication that teachers need to be helped to gain a better understanding of the program. None of the counselors listed "Obtaining referrals from other staff members" as among the effective procedures and most of them felt it was among the least effective activities. Similarly, "Follow-up interviews with teachers" fell about the median as to effectiveness, time involved, difficulty, and worthwhileness.

The analysis of the functions also seems to indicate that the use of referral agencies needs strengthening. The ratings indicated that "Contacting referral agencies" was among the activities which were the least effective and the most difficult to accomplish.

General Effectiveness of the Program:

In response to the questions, 'Would you recommend that the evening counseling program be continued?', only two of the thirty-six counselors responding indicated "No." Thirty of the counselors expressed an interest in serving as an evening counselor if the program were to be continued the following year.

The evening counselors were also asked to make recommendations for the improvement of the program. These were grouped according to the basic ideas presented, and then ranked by the frequency with which the recommendation was made. A complete summary of the recommendations may be found in Addendum Item 15. The chart that follows presents the recommendations that were made by eleven or more of the counselors.

Rank	Recommendations		Frequency
1	Improve reporting procedures and lessen the amount of record keeping		20
2	Improve the overall coordination of the program in the school		
	a. Increase faculty understanding of the program	8	
	b. Improve communications between all of the services offered within the school	6	
	c. Improve the coordination of other phases of SCOPE with the program	5	19
3	Increase the publicity in the community about the program and improve the education of the community		13
4	Adjust evening counseling time		
	a. Allot more time	5	
	b. Stagger assignments	2	
	c. Assign additional time during the day to handle extra load resulting from the program	2	
	d. Assign time at the end of the school year to complete reports	1	
	e. Adjust hours to include time between 3:30 p.m. and evening counseling hours	1	11

Assessments from the "Evening Counseling Summary" Reports * (Addendum Item 6)

Change in the Adjustment of Pupils:

At the time of the first interview with a parent, the evening counselors were asked to make a preliminary appraisal of the variables that might be reflecting the pupil's adjustment, and to record this appraisal in the pupil's folder. At the end of the year, wherever the counselor felt there was sufficient evidence, a final appraisal was made to determine whether or not there had been improvement or regression in the pupil's adjustment. This information from each of the individual folders was then summarized on the "Evening Counseling Summary" report by each of the evening counselors. The total number of pupils in the project who were reported as improving or regressing is summarized in the chart below. The chart shows the variables in the rank order resulting from the algebraic differences between the numbers who were judged to have improved and those that seemed to have regressed.

Although many factors in addition to the parent counseling and the resulting remediation plans, would have affected any changes in the pupil's adjustment, it is satisfying to note that the counselors felt more pupils improved than regressed in respect to any one of the variables appraised. The counselors consistently reported that the pupils' school marks and attitude toward school, and the home-school relationships improved. On the other hand there were noticeably fewer number of pupils where the peer relationships, the participation in extra-curricular activities, and the pupils' general appearance seemed to have changed.

CHANGES IN PUPIL ADJUSTMENT

Variable	N for Each Variable	Number Improved	Number Regressed	Algebraic Difference	Rank
School Marks	396	327	69	+258	1.5
Attitude toward school	360	309	51	+258	1.5
Home-school relationships	313	282	31	+251	3
School behavior	300	253	47	+206	4
Study habits	255	225	30	+195	5
Attendance	292	234	58	+176	6
Peer relationships	199	165	34	+131	7
Participation in extra-curricular activities	154	128	26	+102	8
General appearance	133	116	17	+99	9

* Reports of Evening Counselors in the 5 Participating Schools.

Parental Attitudes:

Counselors were asked to evaluate the parent's attitude toward the school and toward the problem at the time the final interview with the parent was held. These ratings were recorded in the pupil's folder and then summarized at the end of the year on the "Evening Counseling Summary" report. The evaluations of the parents' attitudes from the evening counselors in the five schools are presented below.

The summary shows that the counselors felt they were able to determine changes in the parents' attitudes in approximately four-fifths (82%) of the cases. There was only a slight difference in the percentage of the parents whose attitudes improved toward the school and those that improved toward the problem (71% as compared with 70%).

Parental Attitude

	Toward School	Toward Problem
Improvement	516	509
Regression	24	29
No Change	186	186
Unable to Evaluate	162	164
	888	888

Effectiveness of Services:

In order to compare the evening counselors' perceptions of the effectiveness of the program at the end of the year with those which they had reported in the mid-semester evaluation, they were asked to report whether or not they felt that there had been any change during the second as compared with the first semester, in the number of (1) self-referrals by parents, (2) referrals by staff members, and (3) appointments kept by parents.

Although the evening counselors reported that they felt there had been some increase in the interest of the parents as evaluated by the number of self-referrals and appointments kept, these appraisals seem to indicate there is need to improve procedures whereby parents can be motivated to utilize these special services more.

Similarly, although there was some improvement in the use of the services by staff members, it would seem that to utilize these special services more effectively, referral procedures from staff members might be improved.

The summary of the ratings of the counselors is presented in the table below.

	Markedly Increased	Increased	Remained The Same	Decreased	Markedly Decreased
Self Referrals by Parents	0	9	4	1	0
Referrals by Staff Members	2	5	5	1	0
Appointments Kept	0	7	6	0	0

General Effectiveness:

At the end of the year, each counselor rated on a five point scale the general effectiveness of the service on the "Evening Counseling Summary." None of the counselors rated the services "negative," or even "neutral." Four of them felt the services were "markedly positive," and ten indicated that they were "positive."

Although there were some changes in the personnel serving as evening counselors during the second semester, it is interesting to compare the general effectiveness of the program as rated by the evening counselors at the end of the first semester with those submitted at the end of the year. (See summary below.)

The comparison indicates that more counselors seemed satisfied with the program at the end of the first semester than they did at the end of the year. This implication needs further exploration and should be a topic for study in the in-service training for the evening counselors next year.

	Markedly Positive	Positive	Neutral	Negative	Markedly Negative
February 1964	40%	60%	0	0	0
June 1964	29%	71%	0	0	0

SUMMARY AND RECOMMENDATIONS

Principals, parents, and counselors in their evaluations were in agreement that the Evening Counseling Program was highly effective and should be continued.

Activities related to direct contacts with parents and pupils were perceived as the most valuable, while record-keeping was seen as tedious and requiring a disproportionate amount of counselor time.

Suggested frequently as areas needing further study and improvement were procedures for publicizing the program, promoting faculty participation, and referrals.

Recommendations to effect an improvement in the evening counseling service next year resulting from the evaluation of the project are as follows:

1. That a pre-school in-service training project be planned again this year.
2. That monthly in-service training meetings on school time be organized again next year.
3. That a committee of evening counselors working in cooperation with the supervisors in the Guidance and Counseling Section, and the Project Director in the Compensatory Education Program developed under the McAteer Act, simplify the reporting procedures and revise the necessary forms.
4. That early in the semester the principals of the schools involved in the program establish procedures within the schools directed toward:
    a. Improvement in the overall coordination of the Evening Counseling Program with other aspects of the educational program.
    b. Strengthening the publicity in the community relative to the evening counseling service.
5. That the supervisors in the Guidance and Counseling Section organize the pre-school and in-service training meetings to include:
    a. Training in the use of school district and community resources.
    b. Strengthening the techniques of counseling.
    c. Small group discussions to exchange ideas and practices.
    d. Analyses of limitations of the program this year and the development of procedures for improvement.
    e. Guest speakers to present the implications for counseling and pupil learning that are related to the cultural backgrounds found in deprived areas.

THE SCHOOL COMMUNITY COORDINATION PROGRAM

Purposes

1. To provide:

    a. Immediate personal assistance to students new to the school and community with respect to satisfactory adjustment to the new school and worthwhile utilization of school and community facilities

    b. Immediate personal contact with parents of students new to the community with respect to motivation of active interest in their child's education and school, and motivation of active participation in worthwhile community activities

2. To improve:

    The utilization of school and community resources for families new to the community, and communication between school and community.

Design

One off-the-norm position plus 300 additional hours of supplementary time in excess of the regular school day were provided to one high school selected for the Compensatory Education Pilot Project. A mileage allocation was made available to cover the extended day travel costs. The position and time were devoted to giving personal and immediate assistance to students and their parents who were new to the school community, and to the development of liaison activities between the school and the community.

Referral channels and selection procedures for students and families to receive the services were developed. Reference resource personnel including faculty and students within the school, and resource persons from community facilities were involved in the pre-planning under the immediate direction of the principal of the school.

Priority for the student-family service was established as follows:

1. Families from out-of-state

2. Families from California school districts other than the Los Angeles City School Districts

3. Families who transferred within the Los Angeles City School District

Personnel

The School Community Coordinator:

1. Was responsible for all functions as delineated in the program design

2. Maintained all evaluative data

3. Maintained records of community liaison activities

4. Participated in the in-service training program established for the school year

Evaluation Data and Trends

The assessment of the School Community Coordination Program included the maintenance of an individual record for each student and parent selected for the program, a record of community activities, a first and second semester summarization report, and administrative evaluation. (Addendum Item 16)

Students:

A total of 516 students new to the school community were in the program during the school year, (Table 1) and 689 individual student conferences were completed. The value of the individual assistance given these students was reported as "positive" by the coordinator.

TABLE 1
Students in Program

	Number of Student Contacts
1. From out-of-state	309
2. From California School Districts other than Los Angeles City	80
3. Transfers within Los Angeles City School District	111
4. Others (Special Referrals)	16
Total	516

The most effective techniques utilized with respect to new student orientation to the school were reported as follows:

1. Frequent personal contact
2. Introduction of new students to school activity leaders who also maintained frequent personal contact
3. Introduction of new students to faculty advisors of school activities within new students' interest areas
4. Frequent group meetings with clusters of new students for discussion

Parents:

A total of 506 families new to the school community were contacted and 563 parent conferences consummated. The value of home conferences with parents was reported as "markedly positive" and the value of school conferences reported as "positive."

TABLE 2
Parent Contacts

	Number of Parent Contacts
1. Number of parents new to the community who were contacted during the year:	
a. By telephone	275
b. By home visits	168
c. At school	63
Total	506

	Number of Parent Conferences
2. Number of parent conferences completed during the school year:	
a. By telephone	300
b. By home visits	180
c. At school	83
Total	563

Techniques reported most effective with respect to:

a. Parent orientation to the school --

(1) Personal conferences to explain the function of the school
(2) Coordinator presentations to community groups
(3) Contacts by letter and telephone

b. Parent orientation to the community --

(1) Informational news letter on community resources
(2) Articles in local newspapers
(3) Being immediately available to give assistance to parents

Community Liaison:

A total of 64 community liaison contacts were reported for the school year, and evaluated as "markedly positive" by the School Community Coordinator.

Types of community contacts included:

1. Coordinating Councils
2. Welfare Planning Councils
3. Church Councils
4. Youth Employment Services
5. Service Clubs
6. Los Angeles Urban League
7. Parent-Teacher Association
8. Neighborhood Recreation Centers
9. Y.M.C.A.
10. Newspapers and Radio Stations
11. Assemblymen
12. Councilmen

Techniques reported most effective with reference to community liaison:

1. Personal meetings with and presentations to community groups

2. Personal conferences with community leaders and community resource personnal

3. Personal contact with local newspaper personnel

Referral of Students to Other Pilot Project Phases (in order of frequency of reference)

1. Evening Counseling Program

2. Basic Reading Program

3. After School Library Program

Subjective Summary by School Community Coordinator

1. Assigned responsibilities considered most important and performed most effectively were reported as:

    (a) Orientation of new students to the school program
    (b) Interpretation of the school program to community organizations
    (c) Assisting school personnel to understand conditions related to students' family situations

2. Assigned responsibilities reported as most time consuming were:

    (a) Orientation of new students to the school program
    (b) Interpretation of the school program to community organizations
    (c) Collection and recording of data

Recommendations of School Community Coordinator

1. The coordinator should have the full day and supplemental time for performance of duties

2. Clerical time should be made available

3. Additional budget is necessary for mileage and miscellaneous expenses

Administrative Evaluation

Overall: The principal of the school gave a "markedly positive" rating for the School Community Coordination program as it related to students, school and community.

Strengths:

1. Provided excellent orientation of students new to community, to the school

2. Enabled personal contact with families new to school community

3. Made possible greater number of community organization contacts

4. Improved school-employer relationships

Limitations:

1. Difficulty in overcoming parent and community apathy

2. Need to provide more flexibility in design

Recommendations:

1. Time allocation should be given to one person only

2. Increase mileage allocation and provide funds for miscellaneous expenses

SUMMARY

The School Community Coordination Program was considered to be of great value to students, parents, the school, and the community.

The great strengths of the program were evidenced by the results of personal immediate and positive assistance to students and parents, and by improved communication with the community.

Addendum Item 1.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education
Office of Special Programs

Student's Name

BASIC READING PROGRESS RECORD OF ____________________
Student's Name

School ____________________ Birth date ____________________ B G
Circle Sex

1. Enrollment Data

A. Most Recent Achievement Test Results:

Date ________ Test ____________ Level ________ Form ________

R.V. ________ R.C. ____________ Total Reading ____________

A.F. ________ Spelling ________

B. Most Recent Valid Ability Measure:

(Recent individual test preferable to group test)

Date ________ Test ____________ Level ________ Form ________ Index ________

C. Date enrolled in Basic Reading class ________ Grade Level ________ C.A. ________

II. Report Card Summary:

	Prior Sem.	1st Sem.	2nd Sem.	Follow-up Sem.
Subject mark in English (or Reading)				
Subject mark in Social Studies				
Subject mark in Math. or Science				
Total No. of U's in W.H. & Coop., all subjects				
Total No. absences from school				

III. Evaluation Testing:

	GRAY-VOTAW-ROGERS INTERMEDIATE					KOTTMEYER SPELLING		
	Date	Spell.	R.V.	R.C.	Totals	Date	List No.	Score
Terminal Test "B"								
Initial Test "A"								
Gain								

IV. Terminating Data:

Date Left ________ Reason(s) ____________________

FIRST SEMESTER

Beginning functional reading level in SRA materials:

SRA Kit ____________ COLOR ______________ LEVEL ___________________

***Materials read in teacher-directed lessons:**

***Other especially helpful instructional materials used: (workbooks, games, devices)**

***Titles read independently:**

Anecdotal Comments: (Date each entry)

Semester End Summary:

SRA Kit ____________ Card Color ___________ Color Level __________

Number of independent books read _____________

Semester grade _____________

Summary comments on page 4, please!

____
Teacher

***Please star those especially effective, valuable, liked best by student, etc.**

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education
Office of Special Programs

BASIC READING PROGRESS RECORD OF ____________________
Student's Name

School ____________________ Birth date ____________________ B G
Circle Sex

Student's Name

1. Enrollment Data

A. Most Recent Achievement Test Results:

Date __________ Test __________ Level __________ Form __________

R.V. __________ R.C. __________ Total Reading __________

A.F. __________ Spelling __________

B. Most Recent Valid Ability Measure:

(Recent individual test preferable to group test)

Date ________ Test __________ Level ________ Form ________ Index ________

C. Date enrolled in Basic Reading class ________ Grade Level ________ C.A. ________

II. Report Card Summary:

	Prior Sem.	1st Sem.	2nd Sem.	Follow-up Sem.
Subject mark in English (or Reading)				
Subject mark in Social Studies				
Subject mark in Math. or Science				
Total No. of U's in W.H. & Coop.,all subjects				
Total No. absences from school				

III. Evaluation Testing:

	GRAY-VOTAW-ROGERS INTERMEDIATE					KOTTMEYER SPELLING		
	Date	Spell.	R.V.	R.C.	Totals	Date	List No.	Score
Terminal Test "B"								
Initial Test "A"								
Gain								

IV. Terminating Data:

Date Left __________ Reason(s) ____________________

Summary at end of first semester:

Teacher

Summary at end of school year:

Teacher

Materials and teaching techniques felt to be especially effective with this pupil throughout the year.

Teacher

Approved: Mr. Arthur G. Andresen
Mr. Otto E. Buss

Name of Student

SECOND SEMESTER

Beginning functional reading level in SRA materials:

SRA Kit ____________ COLOR ________________ LEVEL ______________

*Materials read in teacher-directed lessons:

*Other especially helpful instructional materials used: (workbooks, games, devices)

*Titles Read independently:

Anecdotal Comments: (Date each entry)

Semester End Summary:

SRA Kit _____________ Card Color ____________ Color Level ___________

Number of independent books read ____________

Semester grade ____________

Summary comments on page 4, please!

____
Teacher

*Please star these especially effective, valuable, liked best by student, etc.

Summary at end of first semester:

Teacher

Summary at end of school year:

Teacher

Materials and teaching techniques felt to be especially effective with this pupil throughout the year.

Teacher

Approved: Mr. Arthur G. Andresen
Mr. Otto E. Buss

Name of Student

Addendum Item 2.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

SCHOOL COMMUNITY OPPORTUNITY PROJECTS IN EDUCATION
GENERAL EVALUATION

o be completed by Principal)

____________________Principal

____________________School

1. Please indicate your overall evaluation of the effectiveness of the phases of the SCOPE program which operated in your school during 1963-64.

	Markedly Positive	Positive	Neutral	Negative	Markedly Negative
a. Reading Program					
b. After School Library					
c. Evening Counseling					
d. School Community Coordinator					

2. Please indicate your estimate of the impact of the program phase in your school upon students who participated:

	Markedly Positive	Positive	Neutral	Negative	Markedly Negative
a. Reading Program					
b. After School Library					
c. Evening Counseling					
d. School Community Coordinator					

3. Please indicate your estimate of the impact of the program phases in your school upon your community:

	Markedly Positive	Positive	Neutral	Negative	Markedly Negative
a. Reading Program					
b. After School Library					
c. Evening Counseling					
d. School Community Coordinator					

(Continued over)

4. Please list the major strengths of each program phase in your school:

   a. Reading Program: ____________________

   b. After School Library: ____________________

   c. Evening Counseling: ____________________

   d. School Community Coordinator: ____________________

5. Please list the major weaknesses of each program phase in your school:

   a. Reading Program: ____________________

   b. After School Library: ____________________

   c. Evening Counseling: ____________________

   d. School Community Coordinator: ____________________

6. Please list your recommendations for improvement of each phase of the program in your school for 1964-65 working within an identical authorized budget.

   a. Reading Program

      1. ______________________
      2. ______________________
      3. ______________________
      4. ______________________

   b. After School Library Program

      1. ______________________
      2. ______________________
      3. ______________________
      4. ______________________

   c. Evening Counseling Program

      1. ______________________
      2. ______________________
      3. ______________________
      4. ______________________

   d. School Community Coordinator Program

      1. ______________________
      2. ______________________
      3. ______________________
      4. ______________________

Return to: Office of Special Programs - Room A-236

Due Date: June 19, 1964

Addendum Item 3.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

School________________________

Dear Parent:

The Los Angeles City Secondary Schools have provided a special reading program during 1963-64. Your child has been attending one of these reading classes.

We would appreciate your opinion of this program.

Will you check your answers to the following questions, and ask your child to return this letter to his reading teacher as soon as possible.

Thank you for your help.

	Yes	No
1. Did your child like the special reading class?	____	____
2. Has your child's reading improved?	____	____
3. Does your child read more since being in the reading class?	____	____
4. Did your child's grades improve on his last report card?	____	____
5. Should the schools continue these special reading classes?	____	____

Will you list below any suggestions you may have for the improvement of the reading program?

____

____

____

____

____

P

Addendum Item 4.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

School ______________________

Evaluation - After School Library Program
(To be completed by English class students)

Dear Student:

The Division of Secondary Education would appreciate your completion of this form.

If you used the after school library service, please check answers to the following items:

1. Having the library open after school was:

   ______ very helpful ______ somewhat helpful ______ not helpful

2. Estimate the number of times you used the library after school:

   ______ once a week ______ twice a week ______ three times a week

   Other - please explain: ______________________________

   ____

3. Check the purposes for which you used the after school library:

   Study Purposes - to use:
   Card catalogue ______
   Periodical index ______
   Reference books ______

   For Information:
   Other books ______
   Newspapers ______
   Magazines ______

   For Pleasure Reading - to read:
   Books ______
   Magazines ______
   Newspapers ______

4. If you also participated in a special club or small group activity in the afternoon library program, please give its title and purpose:

   ______________________ Title ______________________ Purpose

5. If you did not use the after school library facilities, will you give your reasons:

   ____

   ____

Addendum Item 5.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

School____________________

Dear Parent:

The Los Angeles City Secondary Schools have provided afternoon library services for the school your child has been attending this year.

Because your child has been using the after school library, we would appreciate your opinion of this service.

Will you check your answers to the following items and ask your child to return this letter to his English class teacher as soon as possible.

Thank you for your help.

1. Please check the ways in which having the school library open in the afternoon has helped your child.

   -Provided a good place for study _____

   -Provided a place for pleasure reading _____

   -Provided participation in an after school library group or club activity _____

   Please list group or activity if checked: ____________________

2. Do you think the schools should continue the after school library?

   _____ Yes _____ No

3. Will you list below any suggestions you may have regarding the after school library program?

   ____

   ____

   ____

   ____

   ____

L P

ADDENDUM ITEM 6

(W O R K S H E E T)

LOS ANGELES CITY SCHOOL DISTRICTS
Secondary Guidance and Counseling

EVENING COUNSELING SUMMARY - 1963-1964

1. REFERRALS FOR EVENING COUNSELING SERVICES

1.1 **TOTAL NUMBER** (Include all referrals even though teacher time did not permit service)

Number referred by:

- 1.11 Classroom teacher directly .... ____
  - 1.111 Through grade counselor .... ____
  - 1.112 Through head counselor .... ____
- 1.12 Counseling staff .... ____
- 1.13 Vice-principal .... ____
- 1.14 Registrar .... ____
- 1.15 Other .... ____
- 1.16 Pupil self referral .... ____
- 1.17 Parent's request .... ____

1.2 **REASONS FOR REQUESTING SERVICES**
(Respond only for those families which were seen in evening sessions)

- 1.21 Both parents needed to be present .... ____
- 1.22 Neither parent available during day .... ____
- 1.23 Parent convenience .... ____
- 1.24 Parent "drop-in" .... ____
- 1.25 Other .... ____

1.3 **PHONE CONTACTS WITH PARENTS**

	NUMBER	HOURS & MINUTES
1.31 To Make Appointments		
1.311 During the Day	____	____
1.312 During the Evening	____	____
1.313 Total	____	____
1.32 To follow-up (Record from Items 5.111 and 5.121 from Page 6)	____	____
1.33 Total Phone Contacts with Parents	____	____

1.4 **PRIMARY REASONS FOR REFERRAL** (Respond only for those pupils whose families received evening counseling)

1.41 Academic Retardation ....
1.42 Academic Underachievement .... ______
1.43 Academically Able or Talented .... ______
1.44 Actual Dropout .... ______
1.45 Attendance Problem .... ______
1.46 Behavior Difficulties .... ______
1.47 Certificate Program Pupil .... ______
1.48 Educational or Vocational Planning .... ______
1.49 Family Relationships .... ______
1.50 Health .... ______
1.51 Multiple Failures .... ______
1.52 New to Urban Life .... ______
1.53 Peer Relationships .... ______
1.54 Poor Work Habits .... ______
1.55 Potential Dropout .... ______
1.56 Returnee from Special Camps, Schools, etc. .... ______
1.57 Socially Maladjusted .... ______
1.58 No School Problem--Parent Concern .... ______
1.59 Other ______________________ .... ______
1.60 TOTAL .... ______

2. **PRELIMINARY APPRAISAL**: Time to Collect and Interpret Significant Data. ______

HOURS AND MINUTES

2.1 During Day .... ______
2.2 During Evening .... ______
2.3 TOTAL .... ______

______

3. PARTICIPANTS IN EVENING COUNSELING INTERVIEWS ((1) Record the number of interviews held with the participants as listed below; and (2) determine the number of participants; (3) record the time involved.)

				HOURS & MINUTES		
	Number of Interviews		Number of Participants	Interviews	Recording	Total
3.1 MOTHER	______	x 1 =	______	______	______	______
3.2 FATHER	______	x 1 =	______	______	______	______
3.3 MOTHER & FATHER	______	x 2 =	______	______	______	______
3.4 GUARDIAN (FEMALE)	______	x 1 =	______	______	______	______
3.5 GUARDIAN (MALE)	______	x 1 =	______	______	______	______
3.6 GUARDIANS	______	x 2 =	______	______	______	______
3.7 STEP-FATHER	______	x 1 =	______	______	______	______
3.8 STEP-MOTHER	______	x 1 =	______	______	______	______
3.9 STEP-PARENTS	______	x 2 =	______	______	______	______
3.10 PUPIL ALONE	______	x 1 =	______	______	______	______
3.11 PUPIL WITH MOTHER	______	x 2 =	______	______	______	______
3.12 PUPIL WITH FATHER	______	x 2 =	______	______	______	______
3.13 PUPIL WITH MOTHER & FATHER	______	x 3 =	______	______	______	______
3.14 PUPIL WITH GUARDIAN (FEMALE)	______	x 2 =	______	______	______	______
3.15 PUPIL WITH GUARDIAN (MALE)	______	x 2 =	______	______	______	______
3.16 PUPIL WITH GUARDIANS	______	x 3 =	______	______	______	______
3.17 PUPIL WITH STEP-FATHER	______	x 2 =	______	______	______	______
3.18 PUPIL WITH STEP-MOTHER	______	x 2 =	______	______	______	______
3.19 PUPIL WITH STEP-PARENTS	______	x 3 =	______	______	______	______
3.20 TOTALS	______		______	______	______	______

4. SUMMARY OF SCHOOL PLAN FOR REMEDIATION (Indicate totals for all cases)

4.1 SCOPE PROGRAM

4.11 Basic Reading .... ______

4.12 Library Program .... ______

4.13 Community Coordination .... ______

4.2 SPECIAL PROGRAMMING

4.21 Abilities (Athletics, Leadership, etc.) .... ______

4.22 A.E. .... ______

4.23 Corrective P.E. .... ______

4.24 Honors .... ______

4.25 Interests (Art, Music, etc.) .... ______

4.26 Low Index .... ______

4.27 Power Reading .... ______

4.28 Reading Improvement .... ______

4.29 Remedial (not reading) .... ______

4.30 Speech .... ______

4.31 Work Experience .... ______

4.32 Change of Grouping .... ______

4.33 Less Academic Work .... ______

4.34 Separation from "gangs" .... ______

4.35 Shortened Day .... ______

4.36 Different Teachers .... ______

4.37 Particular Teachers .... ______

4.38 Selected Teachers .... ______

4.39 Acceleration .... ______

4.40 Adult School .... ______

4.41 Age-Grade Adjustment .... ______

4.42 Retention .... ______

4.43 Summer School .... ______

4.3 REFERRAL

4.31 Advisement Service .... ______

4.32 B.P.A. (Special Project) .... ______

4.33 C.W.A. .... ______

4.34 Community Agency .... ______

4.35 E.M.R. Placement .... ______

4.36 Handicap Placement .... ______

4.37 Health Evaluation .... ______

4.38 School Guidance Center .... ______

4.39 Speech Evaluation .... ______

4.40 Tutoring .... ______

4.41 U.S.C. Guidance Center .... ______

4.42 Vocational Training-Handicapped .... ______

4.43 Other .... ______

4.44 Other .... ______

4.45 Other .... ______

5. FOLLOW-UP CONTACT

	DURING DAY				DURING EVENING			
	Phone		Interviews		Phone		Interviews	
	No.	Hours & Minutes	No.	Hours & Minutes	No.	Hours & Minutes	No.	Hours & Minutes
5.1 With Family	____	____	____	____	____	____	____	____
5.2 With Agencies	____	____	____	____	____	____	____	____
5.3 With School Personnel (Day Only)			____	____				
5.4 With Pupils			____	____				
5.5 Totals	5.51 ____	5.52 ____	5.53 ____	5.54 ____	5.55 ____	5.56 ____	5.57 ____	5.58 ____

5.6 Total Hours and Minutes (5.52 + 5.54 + 5.56 + 5.58) ____________

(Note: On page 8, item 8.2, it now will be necessary to record the total time from 5.6 above.)

6. SUMMARY OF DATA RELATED TO FINAL APPRAISAL. For each of the following variables, indicate the total number of students for whom you recorded "Improvement," "Regression," "No Change," "Unable to Evaluate," or "Not Applicable."

		Improvement	Regression	No Change	Unable to Evaluate	Not Applicable
6.1	Attendance					
6.2	Facility in Use of English Language					
6.3	General Appearance					
6.4	Home-School Relationships					
6.5	Participation in Extra-Curricular Activities					
6.6	Peer Relationships					
6.7	Punctuality					
6.8	Pupil's Aspirational Goals					
6.9	Pupil's Attitude Toward School					
6.10	Pupil's Self Concept					
6.11	Relationship of Achievement to Ability					
6.12	School Behavior					
6.13	School Marks					
6.14	Standardized Group Reading Test Scores					
6.15	Standardized Group Arithmetic Test Scores					
6.16	Study Habits					
6.17	Teacher Observations					

7. SUMMARY OF FINAL APPRAISAL OF CHANGES RELATED TO PARENT ATTITUDE

	Toward School	Toward the Problem
7.1 Improvement	____	____
7.2 Regression	____	____
7.3 No Change	____	____
7.4 Unable to Evaluate	____	____

8. AMOUNT OF TIME DEVOTED TO SERVICE IN HOURS AND MINUTES

8.1 FUNCTIONS TO FACILITATE SERVICE	DURING DAY	DURING EVENING	TOTALS
8.11 Phone contacts to make appointments (Record Item 1.31 from p. 1)	____ Hrs. & Min.	____ Hrs. & Min.	____ Hrs. & Min.
8.12 Collecting and interpreting data (Record Item 2.3 from p. 2)	____	____	____
8.13 Preparing evaluation of services	____	____	____
8.14 Preparing Correspondence	____	____	____
8.15 Total	____	____	____
8.2 FOLLOW-UP CONTACTS (Record Item 5.5 from p. 6)	____	____	____
8.3 INTERVIEWING FAMILIES (Record Item 3.20 from p. 3)		____	____
8.4 TOTAL TIME DEVOTED TO SERVICES	____	____	____

9. SUMMARY OF EVENING CONFERENCES

9.1 NUMBER OF EVENING COUNSELING INTERVIEWS HELD (Record Item 320 from p. 3) ______

9.11 Number of drop-ins .... ______

9.12 Number of appointments kept.................................... ______

9.13 Number of appointments not kept .... ______

9.14 Number of appointments made .... ______

9.2 NUMBER OF FAMILIES COUNSELED.................................... ______

9.21 One conference only .... ______

9.22 Two conferences only .... ______

9.23 Three conferences only .... ______

9.24 Four conferences only .... ______

9.25 More (Specify how many ______).................................... ______

9.26 More (Specify how many ______).................................... ______

10. SUMMARY OF CONTACTS

10.1 NUMBER OF PARTICIPANTS IN EVENING COUNSELING (ITEM 3.20).................................... ______

10.2 NUMBER OF FOLLOW-UP CONTACTS (ITEM 6.5) .... ______

10.3 TOTAL ______

11. EFFECTIVENESS OF SERVICES

11.1 During the second semester as compared with the first semester the number of self-referrals by parents has:

11.11 Markedly increased ____
11.12 Increased ____
11.13 Remained the same ____
11.14 Decreased ____
11.15 Markedly Decreased ____

11.2 During the second semester as compared with the first semester the number of referrals by staff members has:

11.21 Markedly increased ____
11.22 Increased ____
11.23 Remained the same ____
11.24 Decreased ____
11.25 Markedly decreased ____

11.3 During the second semester as compared with the first semester the number of appointments kept by parents has:

11.31 Markedly increased ____
11.32 Increased ____
11.33 Remained the same ____
11.34 Decreased ____
11.35 Markedly decreased ____

11.4 General effectiveness of the services has been:

11.41 Markedly positive ____
11.42 Positive ____
11.43 Neutral ____
11.44 Negative ____
11.45 Markedly negative ____

School ____________________ Signed ____________________
Evening Counselor

Addendum Item 7.

Los Angeles City School Districts

ADMINISTRATIVE OFFICES: 450 N. Grand Ave., Los Angeles, Calif. Tel. 625-8921
MAILING ADDRESS: Box 3307, Terminal Annex, Los Angeles, California 90054

JACK P. CROWTHER
Superintendent of Schools

ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education

ARTHUR G. ANDRESEN
Assistant Superintendent
Senior High Schools

OTTO E. BUSS
Assistant Superintendent
Junior High Schools

June , 1964

Dear Parent:

During this past year a few of our schools made it possible for parents to talk to school counselors during the evening about the school work of their children. You were one of the parents who came to the school to talk about your child.

We need your help in deciding whether the schools should continue to offer this opportunity next year. By giving us your frank opinion we will be able to tell whether the parents want the counselors to continue having evening appointments. You can help us too, by telling us how we could make the program more helpful to you. Will you check the following questions and return this letter to us in the enclosed envelope?

1. Did you find this conference helpful? Yes _____ No _____
2. Did the conference result in helping your child? Yes _____ No _____
3. Were your questions answered? Yes _____ No _____
4. Would you have liked to have had more time to talk? Yes _____ No _____
5. Do you know of other parents who would like to talk with a counselor during the evening? Yes _____ No _____

Tell us what you think we might do next year so that parents could get more help from talking to the counselors in the evening.

____

____

____

____

____

____

If possible, we would like to have this returned by June 30, 1964.

Sincerely,

Muriel I Sheldon

Muriel I. Sheldon, Supervisor
Secondary Guidance and Counseling

____
School

ADDENDUM ITEM 8

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

EVENING COUNSELORS EVALUATION

(To be completed by the Evening Counselors)

In addition to the report which was distributed and discussed at the in-service training meetings it is important that additional subjective data be obtained.

I. For each of the following scales make a separate and independent judgment. Place your check mark in the middle of the space you select. Please check every scale.

A. How would you describe the attitudes of parents toward the evening counseling program?

interested ______: ______: ______: ______: ______: disinterested

optimistic ______: ______: ______: ______: ______: pessimistic

receptive ______: ______: ______: ______: ______: non-receptive

cooperative ______: ______: ______: ______: ______: uncooperative

patient ______: ______: ______: ______: ______: impatient

B. How would you describe the attitudes of counselors not serving as evening counselors toward the evening counseling program?

interested ______: ______: ______: ______: ______: disinterested

optimistic ______: ______: ______: ______: ______: pessimistic

receptive ______: ______: ______: ______: ______: non-receptive

cooperative ______: ______: ______: ______: ______: uncooperative

patient ______: ______: ______: ______: ______: impatient

C. How would you describe the attitudes of teachers toward the evening counseling program?

interested ______: ______: ______: ______: ______: disinterested

aware ______: ______: ______: ______: ______: unaware

receptive ______: ______: ______: ______: ______: non-receptive

cooperative ______: ______: ______: ______: ______: uncooperative

patient ______: ______: ______: ______: ______: impatient

(over)

II. How would you describe the effectiveness of the pre-school in-service training program? (Answer only if you participated in the program)

Effective _______: _______: _______: _______: _______: Ineffective

III. What are your recommendations for improving the pre-school in-service training program:

IV. How would you describe the effectiveness of the monthly in-service training meetings?

Effective _______: _______: _______: _______: _______: Ineffective

V. What are your recommendations for improving the monthly in-service training meetings? (Include specific areas such as Referrals to Community Agencies, Case Conference Techniques, etc.)

VI. As an evening counselor or conference advisor you performed many of the following functions:

1. Scheduling appointments
2. Conferring with parents by phone
3. Counseling parents in the evening
4. Assisting parents in developing plans for remediation
5. Developing plans for remediation related to the school program
6. Follow-up interviews with students
7. Follow-up interviews with teachers
8. Obtaining referrals from other staff members
9. Contacting referral agencies
10. Planning and scheduling case conferences
11. Maintaining case folders
12. Preparing reports

From the above, select the activities that represent your responses to the following questions. Place the number corresponding to the function in the spaces provided.

a. Which three activities do you perform most effectively? _____ _____ _____
b. Which three activities do you perform least effectively? _____ _____ _____
c. Which three activities are most difficult to accomplish? _____ _____ _____
d. Which three activities are least difficult to accomplish? _____ _____ _____
e. Which three activities required the most time? _____ _____ _____
f. Which three activities required the least time? _____ _____ _____
g. Which three activities required the most time and are most worthwhile? _____ _____ _____
h. Which three activities required the most time and are least worthwhile? _____ _____ _____

VII. Would you recommend that the evening counseling program be continued?

Yes _______ No _______

VIII. Would you be interested in serving as an evening counselor for the 1964-65 school year?

Yes _______ No _______

IX. Would you be interested in participating in an in-service training project during the last week of August?

Yes _______ No _______

X. What are your recommendations for the improvement of the evening counseling program?

Return to: Muriel I. Sheldon - Room A-118

Date Due: June 19, 1964

How would you describe the effectiveness of the pre-school in-service training program?

The twenty-two counselors who had participated in the pre-school in-service training project responded in the following manner:

EFFECTIVE 10 : 10 : 2 : 0 : 0 : INEFFECTIVE

What are your recommendations for improving the pre-school in-service training program?

The fifty-four recommendations were grouped according to the basic ideas presented, and then ranked by the frequency with which the recommendations were made.

RANK	RECOMMENDATIONS		NUMBER
1	Present information on how to use school-district and community resources		10
2.5	Offer training in the improvement of the techniques of counseling		7
2.5	Organize small discussion groups		
	a. To share good and poor practices and exchange ideas	5	
	b. By geographical areas to discuss problems unique to the area	1	
	c. By junior and senior high school personnel to discuss problems unique to the educational level	1	7
4	Involve administrators in the project to obtain assistance in procedures that might be followed to improve		
	a. Intra-school communications	2	
	b. Closer working relationships with other phases of SCOPE	2	
	c. Improved publicity within the community about the program	1	
	d. Improved understanding by the faculty of the program	1	6
5.5	Discuss ways of contacting parents and scheduling appointments		5
5.5	Discuss ways of reducing the clerical load and of improving reporting procedures		5
7	Present information on how to record interviews		4
9	Provide the opportunity for discussion of the results of the first year's evaluation		2
9	Discuss ways to follow-up with pupils and teachers		2
9	Hold the project during the school year		2
12.5	Present the implications for counseling and for pupil learning of the Mexican-American culture		1
12.5	Plan the project for new evening counselors only		1
12.5	Offer some kind of compensation for participation in the project		1
12.5	Provide better physical facilities		1

ADDENDUM ITEM [redacted]
10

How would you describe the effectiveness of the monthly in-service training meetings?

Thirty-seven counselors responded in the following manner:

EFFECTIVE 12 : 18 : 5 : 2 : ______ : INEFFECTIVE

What are your recommendations for improving the monthly in-service training meetings?

The fifty-eight recommendations were grouped according to the basic ideas presented, and then ranked by the frequency with which the recommendations were made.

RANK	RECOMMENDATIONS	NUMBER
1	Offer training in the improvement of the techniques of counseling	11
2	Discuss procedures to follow in referring cases to community agencies	10
3	Develop procedures for the improvement of reporting at the end of the year	9
4.5	Organize into small discussion groups for exchange of ideas and practices	5
4.5	Discuss procedures to follow in improving publicity about the program in the community	5
6.5	Discuss ways of improving the selecting and contacting of the parents to be interviewed	3
6.5	Have guest speakers present the implications for counseling and for pupil learning related to the cultural backgrounds found in deprived areas	3
9	Discuss methods of improving faculty understanding of the program	2
9	Organize the in-service training as a point project after school hours	2
9	Meet for a longer period of time, but hold only five meetings	2
13.5	Discuss ways of improving coordination of program with other phases of SCOPE	1
13.5	Discuss procedures to follow to improve communication between various services offered within the school	1
13.5	Discuss ways through which referrals by teachers may be improved	1
13.5	Obtain and present comments and criticisms from administrators and other counseling staff members	1
13.5	Hold the meetings in the mornings	1
13.5	Eliminate the meetings	1

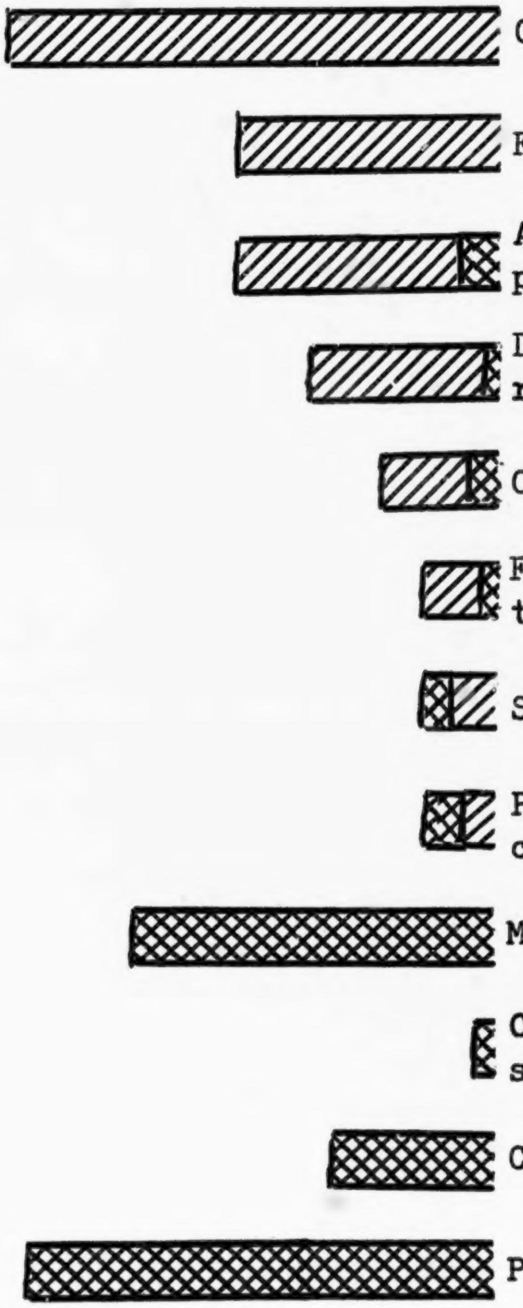
ADDENDUM ITEM 11

Which three of the activities listed required the most time and were most worthwhile?

Which three of the activities listed required the most time and were least worthwhile?

A summary of the evening counselors' reports is presented below in rank order of the activities that required the most time and were most worthwhile. The frequency and rank order for both the activities that required the most time and were most worthwhile and those that required the most time and were least worthwhile are included also.

To illustrate the reliability of the two evaluations made by the counselors, bar graphs (▨) representing the activities requiring the most time and were also most worthwhile have been overlaid with bar graphs (▩) representing those requiring the most time but that proved least worthwhile. A perfect negative correlation would indicate complete reliability between the two judgments made by the counselors.



RANK		NUMBER		ACTIVITY
Most	Least	Most	Least	
1	11.5	34	0	Counseling parents in the evening
2.5	11.5	18	0	Follow-up interviews with students
2.5	6	18	3	Assisting parents in developing plans for remediation
4	9	13	1	Developing plans for remediation related to the school program
5	7	8	2	Conferring with parents by phone
6	9	5	1	Follow-up interviews with teachers
7	4.5	3	5	Scheduling appointments
8.5	4.5	2	5	Planning and scheduling case conferences
8.5	2	2	25	Maintaining case folders
11	9	0	1	Obtaining referrals from other staff members
11	3	0	11	Contacting referral agencies
11	1	0	32	Preparing reports

ADDENDUM ITEM [illegible] 12

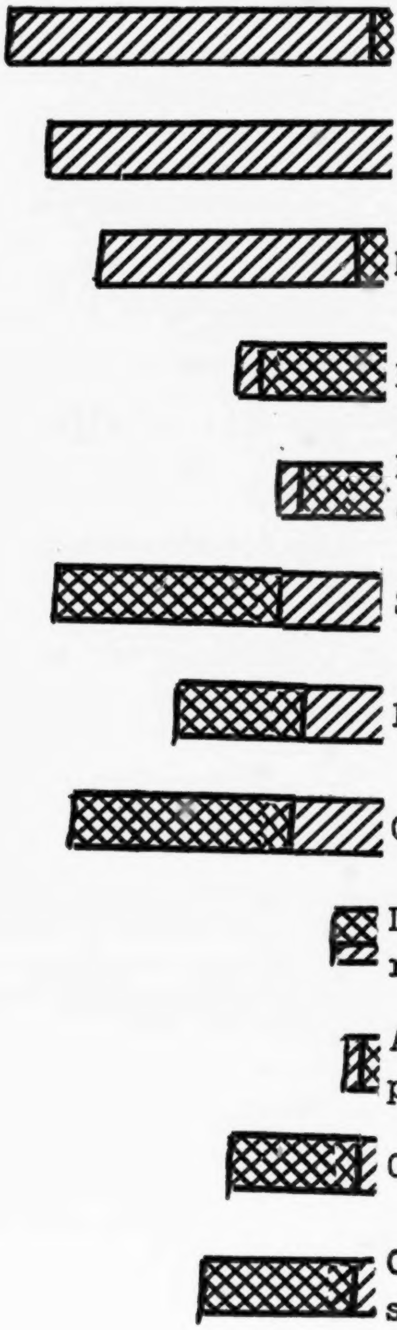
Which three of the listed activities required the most time?

Which three of the listed activities required the least time?

A summary of the evening counselors' reports is presented below in rank order of the activities that required the most time. The frequency and rank order for both the activities that required the most time and those that required the least time are included also.

To illustrate the reliability of the two evaluations made by the counselors, bar graphs (▨) representing the activities requiring the most time have been overlaid with bar graphs (▩) representing those requiring the least time. A perfect negative correlation would indicate complete reliability between the two judgments made by the counselors.

RANK		NUMBER		ACTIVITY
Most	Least	Most	Least	
1	10.5	27	1	Counseling parents in the evening
2	12	24	0	Preparing reports
3	9	20	2	Maintaining case folders
4	16	10	9	Follow-up interviews with students
5.5	7	7	6	Planning and scheduling case conferences
5.5	1	7	22	Scheduling appointments
7.5	3	6	14	Follow-up interviews with teachers
7.5	2	6	21	Conferring with parents by phone
9	8	3	3	Developing plans for remediation related to the school program
10	10.5	2	1	Assisting parents in developing plans for remediation
11.5	5	1	10	Contacting referral agencies
11.5	4	1	12	Obtaining referrals from other staff members



ADDENDUM ITEM [redacted]

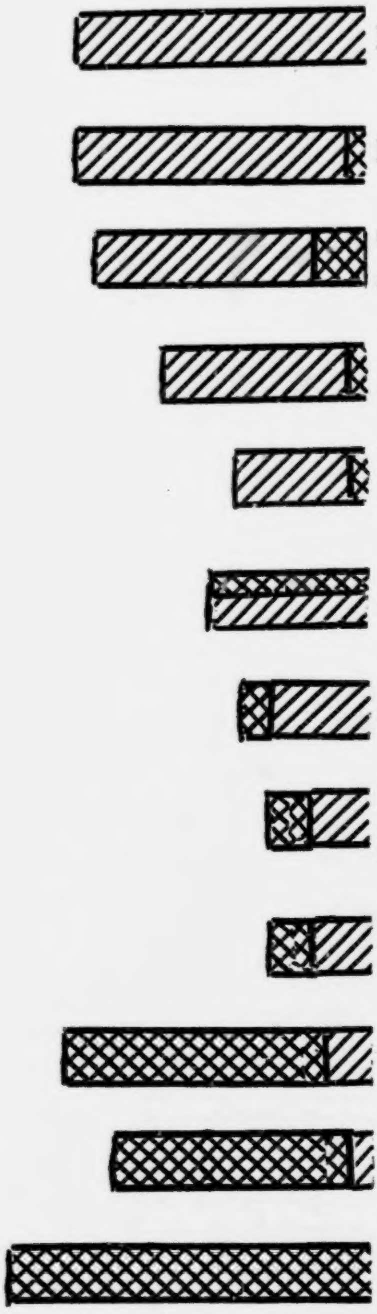
Which three of the listed activities are the most difficult to accomplish?

Which three of the listed activities are the least difficult to accomplish?

A summary of the evening counselors' evaluations is presented below in rank order of the most difficult activities to accomplish. The frequency and rank order for both the most difficult and least difficult activities are included in the summary also.

To illustrate the reliability of the two evaluations made by the counselors, bar graphs (▨) representing the most difficult activities have been overlaid with bar graphs (▩) representing the least difficult activities. A perfect negative correlation would indicate complete reliability between the two judgments made by the counselors.

RANK		NUMBER		ACTIVITY
Most	Least	Most	Least	
1.5	12	20	0	Preparing reports
1.5	10	20	1	Maintaining case folders
3	8	19	4	Obtaining referrals from other staff members
4	10	14	1	Contacting referral agencies
5	10	9	1	Planning and scheduling case conferences
6	4	11	11	Scheduling appointments
7	5	7	9	Follow-up interviews with teachers
8.5	6.5	4	7	Assisting parents in developing plans for remediation
8.5	6.5	4	7	Developing plans for remediation related to the school program
10	2	3	21	Conferring with parents by phone
11	3	1	18	Counseling parents in the evening
12	1	0	25	Follow-up interviews with students

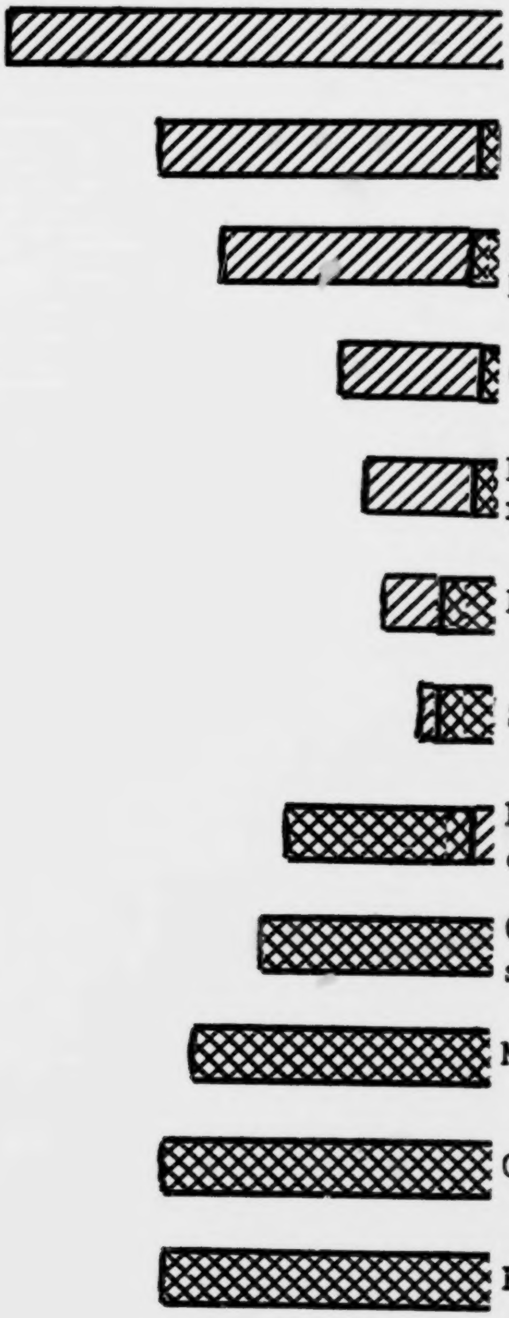


Which three of the listed activities did you perform most effectively?

Which three of the listed activities did you perform least effectively?

A summary of the evening counselors' reports is presented below in rank order of the effectiveness of the activities. The frequency and rank order for both the most effective and least effective activities are included in the summary also.

To illustrate the reliability of the two evaluations made by the counselors, bar graphs (▨) representing the most effective activities have been overlaid with bar graphs (▩) representing the least effective activities. A perfect negative correlation would indicate complete reliability between the two judgments made by the counselors.



RANK		NUMBER		ACTIVITY
Most	Least	Most	Least	
1	12	34	0	Counseling parents in the evening
2	10.5	24	1	Follow-up interviews with students
3	8.5	19	2	Assisting parents in developing plans for remediation
4	10.5	11	1	Conferring with parents by phone
5	8.5	9	2	Developing plans for remediation related to the school program
6	6.5	8	4	Follow-up interviews with teachers
7	6.5	5	4	Scheduling appointments
8	5	1	14	Planning and scheduling case conferences
10.5	4	0	16	Obtaining referrals from other staff members
10.5	3	0	21	Maintaining case folders
10.5	1.5	0	23	Contacting referral agencies
10.5	1.5	0	23	Preparing reports

What are your recommendations for the improvement of the evening counseling program?

Recommendations were grouped according to the basic ideas presented, and then ranked by the frequency with which the recommendation was made.

RANK	RECOMMENDATIONS		NUMBER
1	Improve reporting procedures and lessen the amount of record keeping		20
2	Improve the overall coordination of the program		
	a. Increase faculty understanding of the program	8	
	b. Improve communications between all of the services offered within the school	6	
	c. Improve the coordination of other phases of SCOPE with the program	5	
	Total		19
3	Increase the publicity in the community about the program and improve community education		13
4	Adjust evening counseling time		
	a. Allot more time	5	
	b. Stagger assignments	2	
	c. Assign additional time during the day to handle extra load resulting from the program	2	
	d. Assign time at the end of the school year to complete reports	1	
	e. Adjust hours to include time between 3:30 p.m. and evening counseling hours	1	
	Total		11
6	Clarify the objectives of the evening counseling program		2
6	Develop better methods of selecting cases		2
6	Increase the salary of evening counselors		2
10	Involve attendance and health personnel in the program		1
10	Train personnel in how to use school-district and community resources		1
10	Offer more opportunities to exchange ideas and good practices		1
10	Experiment with group counseling of parents		1
10	Improve counseling of parents during the regular school day		1
	Total		74

Addendum Item 16.

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education

____
Name

____
School

SCHOOL COMMUNITY COORDINATOR PHASE

(To be completed by each school community coordinator)

1. Student

a. Number of students new to the school community contacted on an individual basis during the second semester from:

Out of State ________
Out of District ________
Out of Community ________
Others ________
TOTAL ________

b. Total number of student conferences scheduled during the second semester: ________

Example - If the total number reported in (1a) is 50 and the coordinator held two conferences with each student he would record 100 in response to (1b).

c. Evaluation of effectiveness of additional assistance given new students with respect to their orientation to the school program.

Markedly Positive	Positive	Neutral	Negative	Markedly Negative
________	________	________	________	________

d. List the three most effective techniques you have utilized with respect to students' orientation to your school:

1. ____
2. ____
3. ____

(over)

2. Parent

a. Number of parents new to the community contacted on an individual basis during the second semester:

By phone ________
At home ________
At school ________
TOTAL ________

b. Total number of parent conferences completed during the second semester:

By phone ________
At home ________
At school ________
TOTAL ________

Note: The response to item (2a) refers to the number of initial contacts made by visiting the home or at school. The response to item (2b) would include follow-up conferences and therefore would be equal to or greater than the response to (2a).

c. Evaluation of effectiveness of home conferences:

Markedly Positive	Positive	Neutral	Negative	Markedly Negative
________	________	________	________	________

d. Evaluation of effectiveness of school conferences:

Markedly Positive	Positive	Neutral	Negative	Markedly Negative
________	________	________	________	________

e. Please list the three most effective techniques you have utilized with respect to better parent orientation:

To Schools:
1. ______________________________
2. ______________________________
3. ______________________________

To Community:
1. ______________________________
2. ______________________________
3. ______________________________

3. Community

a. Total number of personal community group or organization contacts during the first semester: ______

b. List community groups contacted:

1. ______
2. ______
3. ______
4. ______

c. Evaluation of effectiveness of community group contacts:

Markedly Positive	Positive	Neutral	Negative	Markedly Negative
______	______	______	______	______

d. Please list the three types of community group contacts which have proven most effective during the first semester:

1. ______
2. ______
3. ______

4. Referrals:

a. As a school community coordinator pupils and their families were referred to you for assistance. From the following list, rank from 1 to 3 the school personnel who referred the greatest number of cases to you:

1. Principal ______
2. Vice-Principal, Boys ______
3. Vice-Principal, Girls ______
4. Head Counselor ______
5. Assistant Counselors or Advisors ______
6. Teachers ______
7. CWA Workers ______
8. ______ ______
9. ______ ______

b. As a school community coordinator you could refer pupils and their parents to other phases of the SCOPE program. From the following list, rank from 1 to 3 those phases of the SCOPE program you utilized most extensively.

1. Basic Reading Program ______
2. Library Program ______
3. Evening Counseling Program ______

(over)

5. General

a. Estimate number of hours beyond assigned time devoted to performing duties of School Community Coordinator during the second semester: ______

b. Number of miles traveled during first semester: ______

c. Recommendations for the improvement of the program: ____________________

____

____

____

SUBJECTIVE SUMMARY

I. At the beginning of the present program, some of the activities assigned to the school community coordinator were to:

1. Confer with students to establish rapport and prepare for home contacts.
2. Orient new students to the school program.
3. Utilize student leaders in orienting new students to the school program.
4. Arrange parent visits to school facilities and introduction to school personnel.
5. Orient parents to community resources such as churches, libraries, recreation areas, adult schools, etc.
6. Introduce families new to the area to community leaders.
7. Interpret the school program to community organizations.
8. Assist school personnel to understand conditions related to individual family situations.
9. Collect and record data.

DIRECTIONS

A. From the above, select the activities that represent your responses to the following questions -

B. Place their numbers in the spaces provided -

C. Respond on the bases of your experiences and actual day-to-day performances -

1. Which three activities do you feel are most important? ____ ____ ____
2. Which three activities do you feel are least important? ____ ____ ____
3. Which three activities do you perform most effectively? ____ ____ ____
4. Which three activities do you perform least effectively? ____ ____ ____
5. Which three activities are most difficult to accomplish? ____ ____ ____
6. Which three activities are least difficult to accomplish? ____ ____ ____
7. Which three activities are most time consuming? ____ ____ ____
8. Which three activities are least time consuming? ____ ____ ____

II. For each of the following scales make a separate and independent judgment. Place your check mark in the middle of the space you select. Please check every scale.

A. How would you describe the feelings of students toward the school community coordinator program?

interested _______: _______: _______: _______: _______: disinterested

optimistic _______: _______: _______: _______: _______: pessimistic

receptive _______: _______: _______: _______: _______: non-receptive

cooperative _______: _______: _______: _______: _______: uncooperative

patient _______: _______: _______: _______: _______: impatient

B. How would you describe the feelings of parents toward the school community coordinator program?

interested _______: _______: _______: _______: _______: disinterested

optimistic _______: _______: _______: _______: _______: pessimistic

receptive _______: _______: _______: _______: _______: non-receptive

cooperative _______: _______: _______: _______: _______: uncooperative

patient _______: _______: _______: _______: _______: impatient

C. How would you describe the feelings of teachers toward the school community coordinator program?

interested _______: _______: _______: _______: _______: disinterested

optimistic _______: _______: _______: _______: _______: pessimistic

receptive _______: _______: _______: _______: _______: non-receptive

cooperative _______: _______: _______: _______: _______: uncooperative

patient _______: _______: _______: _______: _______: impatient

III. If it were possible to provide additional in-service training for school community coordinators, what would be some of the areas you would recommend? e.g. Interviewing Techniques, Case Conference Techniques, Referrals to Community Agencies, Human Relations, etc.

1. ____
2. ____
3. ____
4. ____

(over)

IV. Submit two brief case summaries:

A. Summarize a case for which you feel your services were very successful.

B. Summarize a case for which you feel your services were unsuccessful.

Return to: Harry Handler - Office of Guidance and Counseling

Due Date: June 19, 1964

THE CHILD OBSERVATION PROJECT

Project History

The 1963-64 Child Observation Project, under the McAteer Act, was established to test the values of child study for mothers combined with an enriched play experience for their pre-school children as a form of compensatory education.

For three decades the Los Angeles Adult Schools have provided child observation classes for mothers in other areas of the city. This tested program has set as its objectives the increased knowledge of the development and behavior of the pre-school child, coupled with an evaluative attitude on the part of the mother towards such knowledge, and application of these new learnings as they are appropriate.

These classes, meeting one morning each week, include a program of planned activities with the child as the participant and the mother as the observer. This constitutes half of the three-hour class. The other half of the class time is spent by the mothers in group discussion with the teacher on various aspects of pre-school development.

The potential effectiveness of such a child observation class program as one means of building school readiness with parents and pre-school children from low-income areas was suggested by this past experience. The Child Observation pilot project, therefore, was specifically designed to:

1. Work with mothers and their pre-school children together to improve the child's chances of successful experience when he enters school.

2. Give pre-school children enrichment experience.

3. Enable mothers to see the value of providing these experiences in the home, with learning of techniques and skills to reinforce such home experience.

The pre-school years are widely recognized as a time of vital learning in preparation for later school achievement. The inclusion of parent and pre-school child together in a continuing learning experience, however, is unique. In the Child Observation class there is planned correlation between the experiences of the child in class and the developmental understanding and teaching techniques shown the mother to aid her in providing similar experiences in the home.

Project Structure

The Child Observation Class project included seven classes for parents, usually mothers, and their pre-school age children. Each class met one morning a week for three hours in a community facility which provided opportunity for both indoor and outdoor activities.

The class program for the adults included an hour's discussion period with the parent education teacher, covering various areas of child development and understanding. During this discussion period, the children participated in a free play situation, supervised by the parent education helper and a limited number of mothers.

For the remainder of the morning, the parents were with their children, joining with them in some activities, observing their children's actions and relationships to other children and adults, and in some instances putting their observations into writing on simple record sheets for further comments by the teacher.

Each project class was under the administration of the adult school covering the class location. The class teacher and her parent education helper were also employed by the specific adult school.

The project director responsible for the establishment of the classes served as coordinator and liaison between the six adult school administrators involved. In addition, she selected and supervised the teaching staff and planned for the use of the limited funds assigned for project equipment.

The Tenth District of the California Congress of Parents and Teachers provided funds which permitted the purchase of juice, milk and crackers for the children's nutrition. Other community agencies, both voluntary and public, provided housing and publicity, loaned equipment, and assisted in recruitment.

The seven classes opened when a suitable teacher for each could be found, meeting space assured and recruitment efforts begun. Five classes began to meet during the first school semester, the final two began with the opening of the second semester.

Data used in the body of this report came from adult registration cards and adult school registers. Teachers completed a simple statistical questionnaire for each class and in addition compiled anecdotal records of both adults and participating children. Teachers also kept simple records of weekly discussion material and class response.

Parent Recruitment

Previous experience with parent education classes in culturally deprived communities had indicated that routine methods of publicizing class openings could not be depended upon to insure initial enrollment. Therefore recruitment methods were used which the project director and teachers believed would appeal to the adults of the different neighborhoods.

The written announcements which were used were worded in simple language, in some cases using both Spanish and English. Public agencies presented the class program by means of home visits and personal contacts, as well as by written notices. TV and radio announcements were made on Spanish-speaking stations. Class teachers made interpretative visits to potential class members. Selective invitations were given to parents by school principals.

Study Population

A total of 238 adults registered for the classes. Of this number, 147 or 61% stayed to become a regular part of the program. Attendance at the classes varied from meeting to meeting, but the average attendance figure was 12.5 persons, well over the number of 10 adults per class, which had been estimated as the probable attendance average.

Class participants came from geographically small neighborhoods as transportation, other than by foot, was largely unavailable. Two classes were held on the East Side of Los Angeles--one in the Central area of the city, three in the South Central area, and one in the San Fernando Valley.

The ethnic and cultural background of the 147 project participants was fairly evenly divided between Latin-American and Negro adults.

TABLE I

Cultural or Ethnic Background of Participating Adults

TOTAL NUMBER	147	100%
Latin-American	78	53%
Negro	66	45%
Anglo-Caucasian	3	2%

Prior educational achievement of the adults had been limited. A smaller sampling was used, as indicated in Table II, but a generally low education level is apparent, with 40% not having entered high school.

TABLE II

Educational Background of Adults

TOTAL NUMBER	88	100%
Eighth grade or less	35	40%
Some high school	20	23%
High School diploma	30	34%
Higher education	3	3%

Data could not be obtained regarding the economic status of the families participating in the Child Observation class project. Teachers believed that requests for such information would destroy a rapport between teacher and class members which had been built slowly. However teachers estimated that the bulk of families where the husband was employed fell into the semi-skilled worker classifications. One class was composed entirely of women without husbands in the home, and where all class members were recipients of AFDC funds. In a second class, out of the twelve women present at a single meeting, all but five were working either part or full time.

The child population of the classes was large. The total number of participating children was 225, as shown in Table 3. Figures here show that 78% of the children present were between the ages of two and five years, the age span affected most strongly by school readiness experiences.

TABLE III

Age Groupings of Participating Children

TOTAL NUMBER	225	100%
Below 2 years	25	11%
2 to 3 years	25	11%
3 to 5 years	150	67%
Over 5 years	25	11%

In addition, many mothers brought babies and very young toddlers unable to participate in class, but for whom there was no home supervision.

The size of the families of the adult class members varied greatly. Seven percent of the incomplete sampling used for Table 4 had only one child. This included very young women who were attending the class with their first offspring, and grandmothers whose original family had left the home, but who carried the responsibility for the raising of a single grandchild.

TABLE IV

TOTAL FAMILIES REPRESENTED	119	100%
1 Child	9	7%
2 - 3 Children	52	44%
4 Children	21	18%
5 - 8 Children	28	24%
9 or more	9	7%

In all but one of the seven classes, there were persons other than mothers who were regular participants. There were grandmothers, aunts, one grandfather, and one father. Very close to 14% of the regular class participants were individuals who would not customarily be considered as carrying major responsibility for the school-preparation of the young child.

Nearly four-fifths of the families had school age children as well as pre-schoolers. The class learnings and skills brought into the home by the adult would potentially have some effect upon the older children as well.

Principal Findings and Supportive Data

1. Parents in culturally deprived communities responded positively to the initial invitation to attend a class for the purpose of helping the young child prepare for a successful school experience. This response seemed to have no relationship to the prior educational experience of the parents. More than half of the original number continued to attend as the class program developed.

   Project teachers emphasized that the program's primary purpose was to help the parent prepare his preschool child for a positive school experience. Parents responded with such verbalizations as:

> "I want to help my child learn better."
> "I want my boy to learn to speak English."
> "I want my children to learn how to play right with others."
> "I need all the help I can get if I am to do a good job."

2. Classes were small in size. Several factors contributed to this. One was the inability of many of the parents to relate easily to groups. Teacher reports indicated repeatedly that many of the class members, even though living in densely populated neighborhoods, felt a strong sense of personal isolation. Another factor affecting class size was the inability of some parents to accept the responsibility of fairly regular and reasonably prompt attendance. The large number of non-participating babies and small toddlers added to the factors of crowded space and heightened noise, both of which affected class size.

3. Class attendance did not stabilize itself until the group had met several times. Statistics for all classes indicated an initial decrease in attendance which continued for as long as twelve weeks. At the end of this shakedown period, however, all classes maintained a fairly even attendance. There was no correlation between place of meeting and size of class.

4. Many parents who enrolled in the classes responded positively to the suggestion of taking it for adult high school credit. Major factors for this response were the teacher's careful interpretation of what a credit class involved, and her continuing emphasis upon the importance of continuing school experience. Teachers also were supportive of women who initially were fearful of their ability to complete any class for high school credit.

   The experience of one class can illustrate. There were 27 initial enrollees in the class, 9 of whom decided to take the course for high school credit. After five weeks the class attendance stabilized at 13 women, 6 of them working for credit.

5. Parents showed more awareness of the growth and development of their children and of their own responsibility in aiding this process than they had at the opening of the classes. Teacher records indicated little initial parental understanding of growth and learning and teachers worked to develop this. They stressed ways by which the parent might help the child with language development, with conceptualization. Parents were encouraged to become aware of the child's progress in learning and social relationships.

Some parents, more comfortable with written language than others, wrote simple records of child observations which teachers used as a basis for interpretation of growth and development.

6. There was increase in parental understanding of the role of language in child development and an increasing acceptance of parental responsibility for encouraging language use.

   Anecdotal records showed that mothers frequently indicated in the early class meetings that their main interest in language was to keep the children quiet. A child's questioning was viewed as a form of parental harassment only. Parents were led to a recognition of the need of the child for parental acceptance of and participation in his talking and questioning; that this was a part of preparation for school. There was a noticeable decrease as the year progressed in the tendency of the women to laugh at the comments of the children. This coincided with the mothers' growing ability to encourage the child to talk out loud while developing his cognitive skills.

7. Teaching the Spanish-speaking preschool child to understand and speak in English was simplified when mothers were also encouraged to use English. Children showed less hesitancy in attempting to speak English than did the adults, but the mothers were eager to attempt the new language when they felt both encouragement and lack of pressuring from the teacher. It was observed that the mothers urged their children to attempt to use English words as pronounced by the teacher.

8. Many parents showed limited concepts of routine and order, of spatial relationships, and of the use of play materials as a method of developing such concepts. Teachers worked to develop an understanding of play as a major learning method for the child. Parents seemed increasingly able to accept their own responsibility for the providing of positive play experience. Teachers presented child development information which could be utilized to reinforce the school experience at home as they explained the purpose behind the use of creative materials, puzzles, housekeeping play and block building.

9. Books and other demonstration materials used in project classes were, in turn, used in class members homes. Teachers discovered that class libraries were in steady circulation. The libraries included both children's books, purchased with project funds, and pamphlets and books from the teachers' own libraries. The loaned books, upon return, showed obvious signs of use. Verbal comments such as these were recorded:

> "Tracy makes me read her book twice and then takes it to her daddy for him to read it to her before she goes to bed."
>
> "My husband wants me to be sure to bring a book home each week because he likes to read them."

Other materials, demonstrated in class, were put to home use. Mothers requested the recipe for home-made play dough. Another commented:

> "I don't know how I could have lived through Reyna's chicken pox if we hadn't learned about finger paint."

10. Children involved in the program showed growth beyond the normal expectancy with age. Their attention span increased and silent children became verbal. They learned to respond to teacher direction, to share and take turns. The children often showed an improved sense of personal identity. Anecdotes from teachers' records are illustrative:

> "I can put this where I want it to go", said small Jimmy as he hammered a nail into a board.
>
> "Mommy will like this", crooned Alex as he easel painted. Alex's mother had recently become aware of her son's feeling of being of less value than two teen-age brothers.

Conclusions

1. Parent Education, including preparation of the preschool child for his school experience is feasible with parents of culturally deprived communities. When these parents are shown how they can help the young child prepare to cope successfully with the school experience, and are shown in a manner which makes sense to them, they are similar to any other group of parents in their efforts to help the child achieve in this area of individual and societal significance.

2. Recruitment methods for such classes must be geared to the specific communities involved. Recruitment takes more than a written notice. Many adults within these communities can not read. Even if they can, a notice alone rarely produces sufficient motivation for class attendance. It takes the interest and understanding of as many agencies and organizations as can be involved. It takes a focused message communicated through every possible source that parents

are important and play a vital role in helping their children learn and achieve.

3. Class size will remain small. The tentative steps of the parent into this new area of learning must be matched by teacher willingness to spen a larger amount of time with the individual than is customary in other situations, to assist in the mother's growth process. The implications of small class size in culturally deprived communities must be faced by adult education administration.

4. Integration of the preschool experience of the child with similar learning experiences provided within the home is necessary for optimum preparation for school. If the preschool child returns home to an unchanged parental environment, no matter how constructive the preschool experience has been in itself, adequate school preparation is unlikely to be achieved.

5. A year's time is insufficient to determine the value of the preschool experience for young children in culturally deprived areas, as a method of preparing them for a constructive school experience.

PARENT EDUCATION PROJECT

COORDINATED WITH THE ELEMENTARY PROJECT

Project History

The 1963-64 Parent Education Project coordinated with the Elementary Project under the McAteer Act, was established to determine the effect of parent education classes in connection with a supplementary day program for elementary school children as a form of compensatory education.

The stated goals were:

1. Improved parental understanding of the educational program designed to assist their children.
2. Improved student learning and attitudes toward school resulting from parental understanding and support of the educational program.

Past experience with a class entitled "How the Child Learns" which dealt with the what, why, and how of the elementary school curriculum suggested possible strengthening of the school efforts through parent involvement. The emphasis of the project classes was the need for and the methods of the supplementary day program for the children.

Where parents were lacking in the same types of knowledge as their children, instruction was to be given in the hope that this would lead to increased support for the child in his education and strengthened parent-child relationships. It was anticipated that this class activity might provide a motivating force for parents to continue their own education if it were minimal.

Project Structure and Detail

Five parent education classes were established in coordination with the elementary project. A sixth class was opened, but was not continued because of multiple problems and is not included in the report data. The schools which provided the locations for the parent classes were chosen by the Elementary School Project Director.

Each of the classes except one had an administrator as the parent education class instructor. In three instances, the principal of the specific elementary school took this assignment. A fourth class was taught by the school vice principal. The day school teacher who served as the instructor of the fifth evening class was selected by her day school principal. All instructors met initially with the adult program project director to determine goals, course content, and methods of recruitment.

All but one class met two hours weekly for a series of 14 to 17 meetings. The remaining class met twice a month for fourteen sessions.

Initial recruitment was done by the elementary school. Form letters and notices were the main devices employed although one instructor utilized personal contact. One principal explained the purpose and possible values of such a class at an invitational pre-class meeting. Another principal indicated that attendance at the parent class was a part of the plan for children being involved in the supplementary day program.

Subject matter of the classes covered the curriculum content of grades K through 6, the teaching methods and the special services available. Excerpts from two working outlines give an idea of the content range:

> Remedial reading, reading improvement; why and how program differs from regular reading program. Use of materials with parent participation; flip cards, practice cards, games; work on phonetic skills.
>
> Safety and health education; periodic drills; school rules; health procedures; work of nurse and school physician; audiometrist, dentist.

Actual experience in practicing the learning was a part of class programming. One instructor, in the process of explaining geography and social studies, had his adult class work with relief maps discussing what is high, what is low, what is a mountain range, what are valleys. In several classes child demonstrations were one type of instructional technique.

Within the group, parents were able to state their own educational lacks and need for further basic education. The individual's role as important participants in the child's education was highlighted and methods of home-school cooperation were discussed.

Study Population

A total of 200 adults enrolled in the five classes. Of this number, 150 or 75 percent stayed to become a regular part of the program. Attendance varied, but the average attendance was 19 persons. Individual groups ranged from 10 to 40 adults in attendance, excluding the drop-ins who came to a single class meeting. In some instances both father and mother attended.

Class participants came from impacted areas of the urban community. Two classes met in elementary schools on the East Side and three met in schools in the South Central area.

Two of the classes limited enrollment to those parents whose children were in the elementary school's program of compensatory education. The three other classes included any adults wishing to attend. Adults who enrolled were fairly evenly balanced between those parents with children in the supplementary program and adults whose children did not attend the special after-school classes.

The ethnic and cultural background of the parent education class members was primarily Latin-American and Negro, illustrated by Table I.

TABLE I

Cultural or Ethnic Background of Participating Adults

TOTAL NUMBER	150	100%
Latin-American	75	50
Negro	68	45.3
Anglo-Caucasian	6	4
Oriental	1	0.7

Two classes were attended by Latin-background adults only while one class was attended only by Negro men and women. Instructors indicated that class dropouts did not differ significantly in background from those continuing to attend the classes.

Although the bulk of class enrollees were women, nearly one-fourth of the total group were men.

The educational background of class members was limited. Table II indicates that over 50% of the men and women had not gone beyond the eighth grade.

TABLE II

Educational Background of Adults

TOTAL NUMBER	150	100%
Eighth Grade or less	80	53.3
Some High School	43	28.7
High School Diploma	21	14.0
Higher Education	6	4

Communication between class members and teachers was impeded in two groups because of a language barrier. Spanish was the preferred language of more than 50% of attendants at one project class while in a second class, more than one-fourth of the parents found it difficult to comprehend English.

Attendance held steady in two of the classes, while attendance increased in a third. There was a decline in numbers attending the two remaining classes. Family mobility, children graduating from elementary school, illness, and changes in employment were cited as reasons for attendance decline.

Principal Findings and Supportive Data

1. Parents were aware of the lag between the educational achievements of children in their communities and the achievement of other grade school children. Class teachers emphasized the necessity of parental understanding of the academic skills taught as well as stressing the need for the child to feel parental support and encouragement of his efforts to achieve. One teacher reported:

   > "At each meeting appreciation, understanding and responsibility were the key words."

2. Many of the parents attending class were involved in an academic learning experience of their own. The scholastic achievement of some children already surpassed the formal education of their parents. Careful explanations and demonstrations within the parent classes served the dual purpose of familiarizing the parent with the school curriculum and providing him with academic knowledge for his own personal use.

3. Parents themselves were eager to learn basic academic skills. Lessons were presented step by step, as the teacher would do with a child. One class lesson included practice in manuscript writing. Said one parent:

   > "I'm not going to take mine home. My second-grader does better."

4. Teaching presentations which employed parent participation were more successful in all classes than those of a lecture type. One instructor stated that the low attendance of his class was in part due to his somewhat formal early presentations.

5. A bilingual presentation of class material was necessary in order to hold parents who were primarily Spanish-speaking. One instructor, bilingual himself, served as his own translator. The teacher for the other class where the English language was not that of the majority provided an interpreter or used the services of a bilingual parent.

6. Parents who were initially ill at ease with English were encouraged to utilize this language because of the non-demanding, but supportive approach of the class teacher. The teachers of these classes recommended attendance at adult classes in English for the Foreign Speaking.

7. Parent class participants expressed definite interest in further adult education classes. This included requests that the initial class might have its length extended and also for specific information regarding the availability of other adult classes in their community.

8. Voluntary contacts of parents with day school teachers and administrators increased. Reports from all parent classes indicated an increase in conferences with home room teachers, with the principals, with teachers of the supplementary afternoon program. A principal commented:

   > "Parents generally seemed more free."

9. Parents showed an increased awareness and acceptance of their share of responsibility in aiding the child in his school experience. Excerpts from parents' written comments illustrate this:

   > "Far too many parents are not aware of what and how their children are taught and, as a result, cannot help their child at home."
   >
   > "We believe that if this program is continued we will be able to catch some of our problems when they are in the small stage, before they become big."

10. Parents indicated that their elementary children profited from the after-school supplementary classes when parents attended the evening class. Class members stated that their children improved in attitude and in school work because they, the parents, were attending the evening sessions.

11. Teachers working with the children indicated increased movement on the part of the child because of parental involvement. Not all children showed the same amount of growth in learning, but the words, "confident", "excellent growth", "good use of material learned", appear in the progress reports of these children.

Conclusions

1. Parents in culturally deprived communities are supportive of the school in its academic program when it is clearly explained to them and when they become personally involved.

2. Parents who attend parent classes become increasingly able to accept their share of responsibility for their child's academic progress because they know more clearly how to help.

3. This positive attitude of the parent toward the child in school is of importance to the child and frees him to attain greater academic achievement than was shown before.

4. The relationship between school and home is improved by inclusion of the parent in the learning process.

5. It is feasible to anticipate even greater parental and community support for compensatory education and for the educational program in general with the continuance of project parent education classes.